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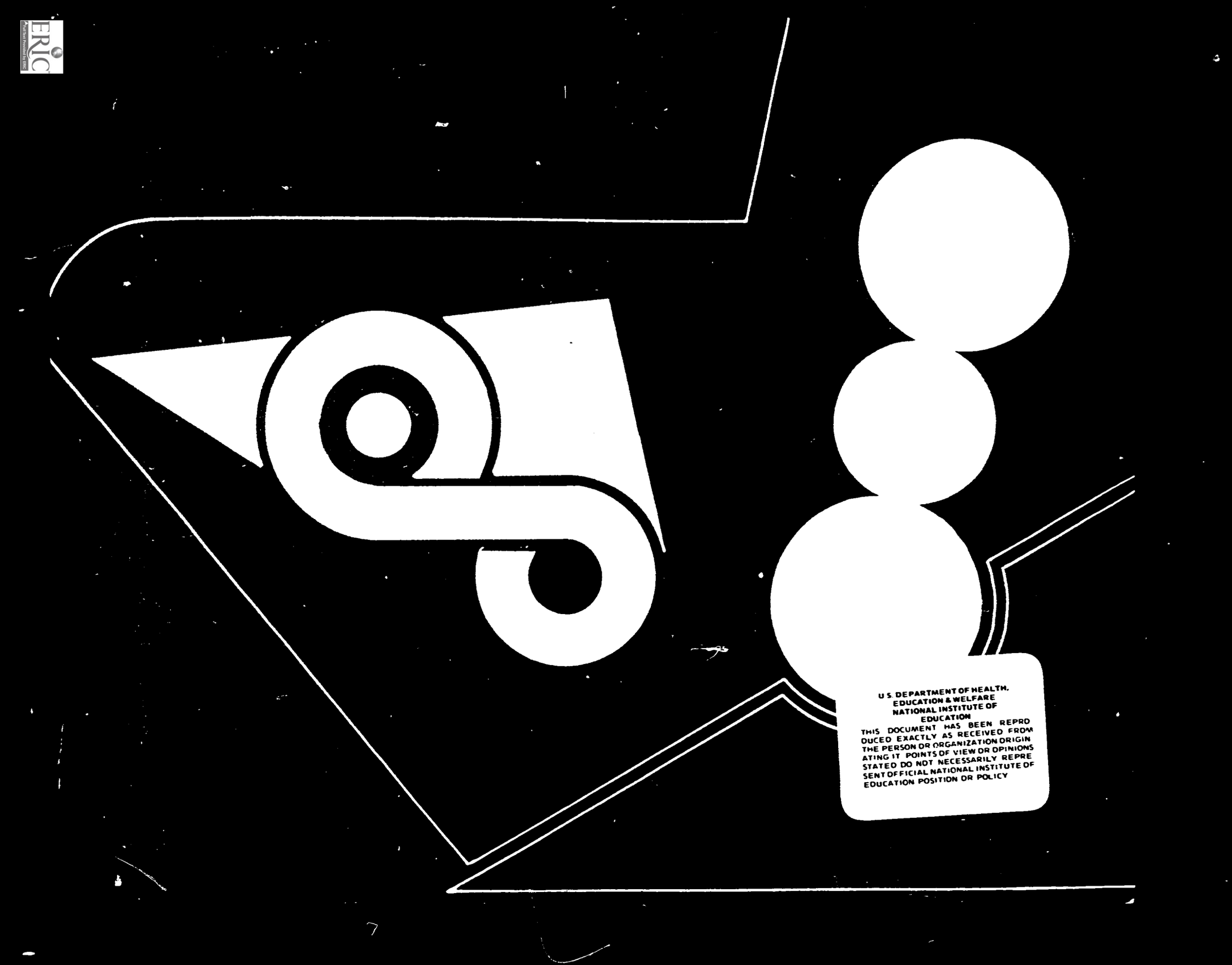
ABSTRACT

A supplement to the textbook, "The Social Sciences Concepts and Values" (Harcourt Brace and World), the elementary grades curriculum guide incorporates career education into the social sciences with emphasis on career awareness and the world of work and the development of attitudes toward the dignity and satisfaction of work. The guide has separate divisions for grades one through five and consists of lesson plans for units of study that relate concept seeking, value seeking, and methods of intelligence to appropriate activities, resources, culminating activities, and evaluation techniques. (EA)



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Foreword

The work-ethic of our nation has helped to make our nation strong. This ethic, transmitted from parent to child as they labored together, served as a stimulus to young people to think toward and prepare for the world of work. However, with the coming of technology and the development of our public school system, children have been separated physically from the actual world of work. This has resulted in many young people leaving school to join the working force without really having adequate orientation.

To overcome this deficit, the Fort Worth Public Schools are developing a career awareness program. This program will be piloted in four elementary schools during the school year 1972-1973. If it proves as successful as predicted, it will be revised and expanded in subsequent years. In this way, our schools endeavor to meet the needs of our students.

At the elementary level, work-awareness stresses the building of concepts concerning work: its dignity, its necessity, and its rewards: intrinsic and extrinsic. It is also concerned with the building of values and with critical and analytical thinking. With the proper attitude toward work and with the ability to think logically and clearly, to learn independently and eagerly, our young people will be able to meet successfully the challenges of the future, whatever they are.

Julius Truelson
Superintendent of Schools

August, 1972

Acknowledgments

This curriculum guide, Career Awareness Education, marks another first for the Fort Worth Public Schools, since it is the first vocational guide for elementary students in our city, and among the first in the nation.

Especially do we wish to recognize Mr. Robert M. McAbee, Associate Assistant Superintendent for Vocational-Industrial Education, and Mr. Don R. Taylor, Coordinator of Career Education. They have worked closely with the writing committee to give both guidance and information.

To the writers of this bulletin, listed below, we extend a special thanks for work well done. Curriculum writing is always demanding work, but writing a "first" is even more exacting.

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Also, we wish to recognize Mrs. Martha J. Miller, Secretary-Editor, for the typing of this bulletin.

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Nancy O. Vick

Mrs. Nancy O. Vick
Director of Curriculum

August, 1972

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PART ONE INTRODUCTION

I. OVERVIEW OF CAREER EDUCATION

Career education is a new concept which involves the community and the total school instructional program in developing in each individual a knowledge and value of the world of work.

The function of career education, in the formal public school curriculum, is to assist all pupils in developing well-rounded personalities and in making wise choices concerning whether to take a job or to pursue higher education upon graduation from high school. Career education also assists the pupil who selects a career rather than higher education by giving him a choice of careers as well as the intellectual and occupational skills necessary to sustain such a choice.

In the 1972-1973 school year a pilot career education program will be implemented in four elementary schools, two middle schools, and two high schools. Career education will not be taught as a separate subject, but will be incorporated into the social sciences the first year and eventually into all areas of the curriculum in the elementary schools.

On the elementary school level, awareness of careers and the world of work will be emphasized and attitudes toward the dignity and satisfaction of work will be developed. After the pupil leaves the fifth grade, he will have sufficient knowledge to enable him to experiment and explore various occupations during his middle school years.

On the high school level the student will be presented with in-depth career exploration and specialization opportunities. As a result of this training it is hoped that all exiting students will be placed either in a job, a post-secondary occupational program, or a baccalaureate program.

The five major goals or objectives of career education in the elementary schools are:

....To help the pupils develop a positive self-image

....To help the pupils become aware that many variables affect career choices

....To help the pupils become aware that school helps prepare for the future

....To help the pupils become aware of the world of work

....To help the pupils become aware that adaptation to the environment is necessary and affects career choice

The specific concepts as well as the goals for each grade level are listed in the grade sections of this guide.

A career awareness coordinator will work with the teachers and the advisory committees, which will be composed of community leaders, school administrators, teachers and students. One counselor will be provided for the four elementary schools and three vocational counselors for the middle and high schools to aid the teachers and students.

Throughout the year careful evaluation of the program will be made and analyzed with revisions and recommendations for the next year.

II. EXPLANATION OF CURRICULUM GUIDE

This curriculum guide is to be used with the textbooks, The Social Sciences Concepts and Values, published by Harcourt Brace and World. The concepts and activities introduced in the guide correlate with those in the text; however, career education should not be limited to the social studies subject. Career awareness may be taught through other subjects at the children's level. The teacher may develop many other activities, use many other audio-visual aids, and incorporate many other ideas to enhance the subject of career education. A file of the subject, activities, and materials used should be kept for evaluation and revision purposes when the teacher does use career education in any other subject.

The teacher should be a master in techniques of presentation. She may use the following methods of career education presentation:

....Visual aids

....Role-playing

....Writing sample letters of application

....Resource speakers, including parents

....Field trips

....Discussions, projects and reports

Making the career education program effective depends upon the involvement and enthusiasm of the teacher. Here are some suggestions on how to implement career education concepts:

....Display materials and career information as it pertains to the subject matter area on a regular basis. Keep the materials up-to-date.

....Become more knowledgeable about jobs and their educational and physical demands on the workers.

....Utilize resource speakers in the classroom and take students on field trips.

....Encourage pupils to seek occupational information of their own interest.

....Share ideas with other members of the faculty.

....Keep records.

A teacher, desiring a resource speaker, may make her own arrangements or may ask the career counselor to make the arrangements. The career counselor will have primary responsibility for maintaining a file of resource speakers and community resources. This file will give the following information:

....Name, address, and telephone of speaker

....When available

....Dates when he/she has been used as a resource person

....Name of school where used

....Specialty of this particular person

....Additional comments

An evaluation form will be provided to the teacher for each resource person. On it she may check the following:

	Excellent	Good	Fair	Poor
1. Personal appearance	_____	____	____	____
2. Posture	_____	____	____	____
3. Confidence and poise	_____	____	____	____
4. Orderly presentation	_____	____	____	____
5. Enough factual information	_____	____	____	____
6. Helpful information	_____	____	____	____
7. Communicates with pupils	_____	____	____	____
8. Visual aids use	_____	____	____	____
9. Appropriate language	_____	____	____	____
10. Interesting presentation	_____	____	____	____
11. Would you recommend him to others?	Yes_____		No_____	

A place for additional comments or suggestions will be provided.

A teacher will request a resource person approximately two weeks in advance of the date she wishes to use him. All of the files and the evaluation forms on the resource persons will be kept by the career counselor.

Field trips can be a very rewarding experience in highlighting career concepts for the student. Hopefully, all field trips conducted in every class will place some emphasis on the worker and on what he does in his particular job. Considerable pre-planning is necessary for a smooth, well-organized tour. The career counselor and the teacher will be aided in the planning by using the following check-list:

....Secure administrative approval

....Contact the resource person

....Arrange for transportation

....Secure parental permission

In preparing the pupils for the field trip the teacher will use the following guidelines:

....Discuss the objectives of the trip

....Suggest particular things to look for on the trip, questions to ask, people to

observe, etc.

....Explain ground rules for the trip

Try to remember when you are evaluating the field trip that some type of follow-up is necessary. Follow-up activities should not turn the trip into a chore. They may include special reports, drawing pictures, illustrating certain jobs observed, a group collage showing jobs and job clusters, and many other ideas. As one evaluation activity the student may respond to a questionnaire about the trip. These questionnaires will be available from the career counselor. She will keep these records as well as the thank you letters and evaluation forms in her card file.

The teacher should choose activities that are interesting to the class and that the students are capable of achieving. In selecting films, filmstrips, and books, the teacher should consider what would be beneficial to the students. Many new supplementary aids to be used with career awareness will be available to the teacher.

Filmstrip:	SRA Cities at Work
Filmstrip:	World of Work
Filmstrip:	SRA Self-Development Kits, Stages I and II
Books:	Your World Series, consisting of thirty-five books
Pictures:	In Our Neighborhood
Pictures:	Community Helpers
Puppets:	Family Face Puppets and Puppet Playmates
Puzzles:	Play School Match-Up Kits

If your school library has the "Town and Cities" Kit by Field Enterprises, which contains filmstrips, pictures and records, it can be used in studying career awareness. All of these should be used in other subject areas and not just career awareness and social studies.

Within the guide there is a section for notes to be made by the teacher. Comments, suggested ideas and activities, evaluation techniques, and revisions can be made throughout the school year.

Career awareness in the elementary schools will help each pupil to have a more complete picture of himself and the world of work. It will show the student that all work has its own dignity, worth, and value and will provide opportunities for the correlation of school subjects and the world of work.

FORT WORTH PUBLIC SCHOOLS
CAREER EDUCATION PROJECT K-12

DEFINITION OF TERMS

Career Education: The total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work oriented society; to integrate these values into their personal value systems and to implement these values in their lives in such a way that work becomes possible, meaningful and satisfying to each individual.

Work (Career) Awareness: An educational process wherein students are introduced to the world of work and begin to develop wholesome attitudes and understanding through conceptual development of work and the place it has in the life of every individual.

Occupational Orientation: A method of investigation and discovery where the student assesses himself and those factors and principles that will aid him in his adjustment and contribution to the total spectrum of the world of work. This orientation direction to the world of work and to a positive self-image will ultimately lead to an in-depth exploration of career opportunities, positive decision making, and a rewarding life's occupational choice.

Career Exploration: A process to help a student know and clarify his interests, aptitudes, and abilities and to couple these with work that is congenial with his total value system.

Career Preparation: An educational process wherein individuals, usually high school students and/or adults, have selected and are taking programs and/or courses to:

....Become gainfully employed at the entry level, or

....Enter a junior college, technical institute, preparatory school, apprenticeship program, or senior college for continued career preparation, or

....Become both employed and continue career preparation

PART TWO GRADE ONE

CAREER EDUCATION
GOALS AND CONCEPTS - GRADE ONE

I. GOAL A: To help the pupils develop a positive self-image

1. Individuals have worth.
2. Self-awareness is important
3. Abilities are different
4. Interests are different.
5. People have likenesses and differences.
6 Individuals are unique.

II. GOAL B: To help the pupils become aware that many variables affect career choices

1. Interests affect career choices.
2. Hobbies and leisure time affect career choices.

III. GOAL C: To help the pupils become aware that school helps prepare for the future

1. Cooperation with others is important.
2. Basic skills are necessary.

IV. GOAL D: To help the pupils become aware of the world of work in their community

1. Work has dignity.
2. Work is interdependent.
3. All workers produce either goods or services
4. Work is personally rewarding.

V. GOAL E: To help the pupils become aware that adaptation and respondence to the environment is necessary and affects career choices

1. Adaptation to various climate regions affects the types of jobs available.
2. Social control is necessary for productive living and working.

UNIT I GRADE I

A LOOK AT OURSELVES

CONCEPT

Human Variability

UNIT OBJECTIVE

To help pupils develop a positive self-image

UNIT GENERALIZATION

The recognizing of likenesses and differences in people is the beginning of understanding of individual ditterences which leads to self-awareness.

UNIT I: A LOOK AT OURSELVES

LESSON: 1

CONCEPT SEEKING: People have likenesses.

VALUE SEEKING: Pupils will recognize that people are more alike than they are different. They will begin to respect individual differences.

METHODS OF INTELLIGENCE: Observing details of physical appearance. Comparing height and weight measurements of pupils. Inferring people are more alike than they are different. Contrasting differences in individual features.

ACTIVITIES

1. Use the excellent activities in the Social Sciences teacher's manual.

2. Discuss with the children the filmstrip "Cindy and the Elf" and photoboard #7. Let pupils discuss the children in the picture. After viewing the filmstrip, lead the class into a discussion by asking such questions as: "Why do you think Cindy didn't know the color of her eyes?" "Do you think she had ever thought much about what she looked like?" "Why or why not?" "What do you know about yourself?" "What do you look like?" "In what ways are we all alike?"

3. Self-portrait--Let the pupils describe themselves. (Keep the self-portrait and compare with second self-portrait near the end of school).

4. Height and weight measurement--The group may measure their heights and record their weights. Attach a length of brown paper to one wall of the classroom and help each child mark his height and weight. If they are weighed and measured again later in the year they will be able to see their growth.

5. Read to the children The Very Little Girl, using classroom guidance techniques. Children will infer that, although physical appearances may differ basically, people are more alike than they are different.

6. Draw a picture entitled "One Thing I Have Learned About Is...."

UNIT I

SOURCES:

Films--Region XI

MP	50986	Ask My Name
MP	1581	Beginning Responsibility-Getting Ready for School
MP	13	Hello Up There

Filmstrips--School Library

Cindy and the Elf

LIBRARY BOOKS

Rey, Margaret. Billy's Picture, Harper & Row, 1948.

Krasilovsky, Phyllis. The Very Little Girl, Doubleday, 1953.

Westcott, Al. Word Bending With Aunt Sara, Oddo Publishers, 1968.

EVALUATION: Children cannot be expected to change behavior at once. Values and attitudes change over a period of time.

Evaluation will be at the end of the unit.

NOTES:

UNIT 1: A LOOK AT OURSELVES

LESSON: 2

CONCEPT SEEKING: Self-awareness is important.

VALUE SEEKING: Children become aware that they grow and continue to learn throughout the year.

METHODS OF INTELLIGENCE: Comparing changes in abilities since infancy. Inferring physical and mental abilities change. Predicting physical and mental abilities change from infancy through adolescence.

ACTIVITIES

1. Use the excellent activities in the Social Sciences teacher's manual, page 9. Additional activities are:
   a. Have the children draw a self portrait and tell at least one thing he can do now that he couldn't do when an infant.
   b. Have the children draw a picture showing what he hopes to do when an adolescent.
   c. Have the pupils draw a family portrait and compare themselves with other family members.

2. Learn finger play "My Family"
   This is mother (thumb)
   This is father (forefinger)
   This is brother tall (2nd finger)
   This is sister (3rd finger)
   This is baby (little finger)
   Oh, how we love them all

3. Teach the song from This Is Music "Mary Was A Red Bird" p. 19. Change words to has brown hair, blue eyes, brown skin, etc.

4. Teach the song "If You're Happy - Clap Your Hands", p. 16, from This Is Music, and nod your head and tap your toes; then do all three.

5. Have the children draw a picture "One Way That I Am Like Everyone...."

6. Let the class play Call Ball to encourage children to learn classmates names.

7. Make a chart--"Am I Ready For School?"
   "Am I ready for school?"
   "Is my hair combed?"
   "Are my face and hands washed?"
   "Are my teeth clean?"
   "Am I smiling?"

UNIT I

SOURCES:

Films--Region XI

MP 1588 Guidance--What's Right?
MP 285 The Smallest Elephant in the World

Filmstrips--School Library

The Joy of Being You
Who Am I

LIBRARY BOOKS

Bond, Gladys B. The Magic Friendmaker, Golden Press, 1966.
Bradfield, Joan & Roger. Who Are You?, Whitman, 1966.
Grayland, Valerie. Baby Sister, Rand McNally, 1964.
Meek, Pauline Palmer. The Just Alike Princess, Whitman, 1966.

EVALUATION: To be evaluated at end of unit.

NOTES:

UNIT I: A LOOK AT OURSELVES

LESSON: 3

CONCEPT SEEKING: People have differences.

VALUE SEEKING: Pupils will recognize that people are different. They will begin to respect individual differences.

METHODS OF INTELLIGENCE: Observing details of physical appearance. Comparing height and weight measurements of pupils. Inferring people are more alike more than they are different. Contrasting similarities in individual differences.

ACTIVITIES

1. Refer to Social Sciences manual p. 11. Let each child choose a friend and draw each other's picture, showing differences in their appearances.

2. Invite the nurse as a resource person to discuss with the children likenesses and differences in children's heights and weights.

3. When the nurse weighs and measures the children, ask the children to observe how they are alike and how they are different from their classmates.

4. Let the children draw pictures of the nurse weighing and measuring the children. Use pictures for a bulletin board display.

5. Let each child draw a picture entitled, "One Way That I Am Like Everyone...."

6. Let each child draw a picture entitled "One Way That I Am Not Like Everyone...."

UNIT I

SOURCES:

Films--Region XI

MP 295 What Hands Can Do
MP 374 Beginning Responsibility-Doing Things For Ourselves in School

Filmstrips--School Library

Who Am I? (Making Wishes)

LIBRARY BOOKS

Grayland, Valeria. Baby Sister, Rand McNally, 1964.
Meek, Pauline Palmer. Just Alike Princess, Rand McNally, 1964.
Greene, Carla. I Want To Be A Nurse, Children's Press.

EVALUATION: To be evaluated at the end of the unit.

NOTES:

UNIT I: A LOOK AT OURSELVES

LESSON: 4

CONCEPT SEEKING: Individuals have worth.

VALUE SEEKING: A person's worth does not depend on physical characteristics.

MTHODS OF INTELLIGENCE: Comparing likenesses and differences of physical characteristics. Contrasting and categorizing the characteristics, both physical and non-physical of classmates.

ACTIVITIES

1. Refer to Social Sciences manual p. 12.
2. Let each child look into a mirror and describe himself.
3. Let each child compare physical characteristics of self with a friend.
4. Let each child tell two things he likes about a friend he cannot see.
5. Let children trace around each other on large paper.
6. Let children draw pictures of "I Feel Happy When...."
7. Have the class draw pictures of "This Is The Way I Feel Most Of the Time...."
8. Let some children draw a picture of "I Feel Sad When...."
9. Teach the song "Here Comes Mary," p. 32, from This Is Music.
10. Teach the song "Hello Everybody," p. 12, from This Is Music.

UNIT I

SOURCES:

Films--Region XI

MP 384 The Ant and the Grasshopper
MP 117 Goldilocks and the Three Bears

Filmstrips--School Library

Who Am I?
Circle Of Feeling, SRA

LIBRARY BOOKS

Bond, Gladys B. The Magic Friendmaker, Golden Press, 1966.
Hoff, Syd. Who Will Be My Friends?, Harper Row, 1960.

EVALUATION: To be evaluated at end of Unit I.

NOTES:

UNIT I: A LOOK AT OURSELVES

LESSON: 5

CONCEPT SEEKING: Individuals have worth.

VALUE SEEKING: A person's worth is not related to his race.

METHODS OF INTELLIGENCE: Observing differences in physical characteristics. Comparing races.

ACTIVITIES

1. Refer to Social Sciences manual p. 14.
2. Make an experience chart noting likenesses and differences of children of different races.
3. Invite a resource person of different ethnic background to talk to the children. Discuss two or more of their customs and career opportunities.
4. Teach "Counting Song," p.52, from New Dimensions In Music.
5. Learn Australian song "Kookabura," p. 41, from New Dimensions In Music.

UNIT I

SOURCES:

Films--Region XI

MP 1585 Does Color Really Make A Difference?
MP 1577 A Boy of the Navajos
MP 286 Fire Flowers of Yet Sing Low

Filmstrips--School Library

Who Am I?

LIBRARY BOOKS

Shapp, Martha. Let's Find Out About Houses, Watts, 1962.
Fisher, Aileen. Best Little House, Crowell, 1966.

EVALUATION: To be evaluated at the end of Unit I.

NOTES:

UNIT I: A LOOK AT OURSELVES

LESSON: 6

CONCEPT SEEKING: Persons are unique.

VALUE SEEKING: Individuality is unique within each person regardless of race.

METHODS OF INTELLIGENCE: Investigate physical characteristics that make a person unique.

ACTIVITIES

1. Refer to pp. 16-17, in Social Sciences manual.
2. Let children bring a magazine picture of a person of a different race and tell how they are unique.
3. Let children bring dolls of various ethnic backgrounds and discuss how each one is unique.
4. Take photographs of the children in the class and look for individual characteristics of each person.
5. Teach "Chinese Doll" song from Sing and Do album.
6. Teach "Ten Little Indians," p. 50, from New Dimensions in Music.

UNIT I

SOURCES:

Films--Region XI

MP	50759	Ashlad & His Good Helpers
MP	1580	Beginning Responsibility-Being A Good Sport
MP	100	The Ugly Duckling

Filmstrips--School Library

Who Am I? (The Joy Of Being You)

LIBRARY BOOKS

Guilfoile. Nobody Listens to Andrew, Follett, 1963.

McGinley, Phyllis. Lucy McLockett, Lippincott, 1958.

EVALUATION: To be evaluated at end of Unit I.

NOTES:

UNIT I: A LOOK AT OURSELVES

LESSON: 7

CONCEPT SEEKING: Cooperation with others is important.

VALUE SEEKING: Cooperation is necessary when working in groups.

METHODS OF INTELLIGENCE: Observing groups of people working. Inferring group members cooperate to accomplish a common goal.

ACTIVITIES

1. Refer to Social Sciences manual pp. 18-19.
2. Compare pictures of groups working together.
3. Let children role-play: ways of cooperating.
4. Observe group cooperation within the school.
5. Discuss reasons for working in a group. Bring out how it is better to work with someone on a project. We learn how to take turns. Some are at listening stations while others are reading.
6. Discuss how some groups are alike.
7. Make a group mural. Children will begin to observe working together in groups takes cooperation.

UNIT I

SOURCES:

Films--Region XI

MP 915 We Play and Share Together
MP 378 Courtesy for Beginners

Filmstrips--School Library

The Little Red Hen, Singer
Filmstrip and Record

LIBRARY BOOKS

Waber, Bernard. Lyle and the Birthday Party, Houghton Mifflin, 1966.
Begley, Evelyn. The Little Red Hen, Whitman, 1966.

EVALUATION: To be evaluated at end of unit.

NOTES:

UNIT I: A LOOK AT OURSELVES

LESSON: 8,9

CONCEPT SEEKING: Persons are unique.

VALUE SEEKING: Similarities of individuals.

METHODS OF INTELLIGENCE: Observing and comparing likenesses and differences. Identifying unique physical characteristics. Physical features do not make a person superior.

ACTIVITIES

1. Let children dictate an experiences chart telling what they have learned about their likenesses and differences. Example listed below:
   Friends smile at you.
   Friends play with you.
   Friends share with you.
   Friends are kind.
   Friends help you.

2. Let children of different grades come into the class so that likenesses and differences of older children can be observed.

UNIT I

SOURCES: LIBRARY BOOKS

Films

Refer to previously suggested materials.

EVALUATION: Teacher observation can be the most valid evaluation. Other methods of evaluation are: The child's behavior and attitude toward different ethnic groups. Have the children draw pictures of another race, describing how they are alike and how they are different. Children may bring family albums, tell about their hobbies, and share treasures, etc.

NOTES:

UNIT II GRADE I

THE PLACES WE LIVE IN

CONCEPT

Human Variability

UNIT OBJECTIVE

To help pupils become aware that many variables affect career choices

UNIT GENERALIZATION

Many variables, including physical environment, interests, hobbies and leisure time affect career choices.

UNIT II: THE PLACES WE LIVE IN

LESSON: 1,2

CONCEPT SEEKING: Environment can affect career choices.

VALUE SEEKING: Individuals live in different environments.

METHODS OF INTELLIGENCE: Compare and contrast different human environments and observe climate changes in various regions of the earth. Hypothesize about the relationship between environment and career choices.

ACTIVITIES

1. Refer to manual, pp. 31-33.
2. Refer to Today's Basic Science "Around the Year," p. 12.
3. Let the children bring and discuss dolls of various regions and how they are clothed. Tell how the clothes are hand made and the skills used in making their garments (Example: moccasins and jewelry by Indians, lace by Belgiums, embroidery and leather goods by Mexicans).
4. Discuss with the children different kinds of clothing needed for career choices in different environments.
5. Let the children make a weather chart depicting four kinds of weather and how this could affect jobs. (Example: road repairs must be delayed due to rain, drivers for snow plows in cold snowy environments, etc).
6. Show transparency from Social Studies Bulletin, 1968, #302.2, Grade One, p. 63, to compare and contrast different kind of houses and bring out that some workers must move often and prefer to live in mobile homes or apartments.
7. Teach choral reading, p. 64 in Social Studies Grade One, "About A House That Is Just Right."

UNIT II

SOURCES:

Films--Region XI

MP 70185 The White Teddy Bear
MP 50807 The Emperor's New Clothes
MP 447 Let's Learn to Predict the Weather

LIBRARY BOOKS

Shapp, Martha. Let's Find Out About Houses, Watts, 1962.

LeSiez, Theo. Come Over to My House, Random House, 1966.

Overlie, George. The Tallest Tree, Leiner Publications, 1965.

EVALUATION: To be evaluated at end of Unit II.

NOTES:

UNIT II: THE PLACES WE LIVE IN

LESSON: 3,4

CONCEPT SEEKING: Environment can affect career choices.

VALUE SEEKING: Some environments are more conducive to growth than others.

METHODS OF INTELLIGENCE: Observing aspects of different environments. Inferring a healthful environment is essential for growth. Analyzing man's basic needs and career choices.

ACTIVITIES

1. Refer to the Social Sciences manual pp. 34-37.
2. Let the children bring magazine pictures of different regions and discuss career choices available.
3. Let the children begin a mural showing settings in different regions; such as, a desert, coastal area, forest, and mountains.
4. Teach the song "This Land Is Your Land" on Patriotic Songs record by Bomar.
5. Teach the song, "There is an Old Granny," p. 117, from This is Music.
6. Teach the song, "Shore," p. 67, from Beginning Music.

UNIT II

SOURCES:

Films--Region XI

MP 50659 Living Things Are Everywhere
MP 341 The Desert Community

LIBRARY BOOKS

Jackson, Kathryn. Homes Around the World, Silver Burdett Co., 1965.
King, Frederick. Families and Social Needs, Laidlaw Bros., 1968.

EVALUATION: To be evaluated at the end of the unit.

NOTES:

UNIT II: THE PLACES WE LIVE IN

LESSON: 5,6

CONCEPT SEEKING: Hobbies and leisure time affect career choices.

VALUE SEEKING: Seasonal changes in the environment affect our lives.

METHODS OF INTELLIGENCE: Comparing urban and rural settings during seasonal changes.

ACTIVITIES

1. Refer to Social Sciences manual pp. 38-41.

2. Teach "Jack Frost," from The First Grade Music Book, p. 130, and "Little Red Leaves," from The First Grade Music Book, p. 128.

3. Let the children continue the mural--show "Seasonal Changes" and add appropriate activities for leisure time. (Example: football in fall).

4. Fold large art paper into fourths. In each section draw a different season showing a job the child may do during a particular season. (Example: rake leaves in fall, build snowman in winter, fly kites in spring and swim in summer).

UNIT II

SOURCES:

Films--Region XI

MP	191	Corky the Crow
MP	51	Spring on the Farm
MP	32	Autumn on the Farm

LIBRARY BOOKS

Fisher, Aileen, Where Does Everyone Go?, Thomas Y. Crowell, 1961.
Tresselt, Alvin. Johnny Mapleleaf, Lothrop, 1948.
Duvoisin, Roger. The House of Four Seasons, Lothrop, Lee & Shephard Co., 1966.

EVALUATION:

1. Let the children draw pictures showing a favorite season and tell at least one work activity that is appropriate for the season.
2. Use a "True" or "False" test with questions concerning seasonal changes. One way to test without pencil and paper could be for the teacher to make a statement; such as, "A job that is usually done in summer is mowing the grass." The child would stand if he thought the statement to be true or sit down if he thought the statement to be false. Additional statements might be:
   "A job usually done in fall is raking leaves."
   "A job usually done in spring is planting flowers."
   "A job usually done in winter is building a fire."
   "A job usually done in summer is shoveling snow."

NOTES:

UNIT II: THE PLACES WE LIVE IN

LESSON: 7

CONCEPT SEEKING: Environment can affect career choices.

VALUE SEEKING: Life can be similar in different environments.

METHODS OF INTELLIGENCE: Contrasting two different environments. Observing similar ways of life in different environment.

ACTIVITIES

1. Refer to Social Sciences manual pp. 42-43.
2. Refer to Science Book, Today's Basic Science, "Around the Year" pp. 12-20.
3. Teach the poem in Worlds of Wonder, p. 57, "My Plan," by Marchette Chute.
4. Let the pupils, who have been to a lake or coast, describe life around the water.
5. Discuss jobs people do around water. Show picture of workers; such as, fishermen, scuba divers, sea captains.
6. Let the children finger paint with blue finger paint to show feeling of water environment.
7. Teach the song, "Shore," from Dimensions in Music, p. 67.
8. Teach the song, "Allee Allee O," p. 130, from This is Music.

UNIT II

SOURCES:

Films--Region XI

MP 50894 Fishing on the Coast of Japan
MP 322 Tugboats and Harbors

LIBRARY BOOKS

Harwood, Pearl Augusta. Mrs. Moon's Harbor Trip, Lerner Publications Co., 1968.
Provus, Malcom. How We Travel On Water, Benefic Press, 1962.
Pease, Josephine Van Dolgen. This Is The World, E. M. Hale and Co., 1944.

EVALUATION: Refer to Social Science manual, p. 43, activity #3.

NOTES:

UNIT II: THE PLACES WE LIVE IN

LESSON: 8,9

CONCEPT SEEKING: Environments can affect career choices.

VALUE SEEKING: Some environments are favorable and others are unfavorable for living for different reasons.

METHODS OF INTELLIGENCE: Observing favorable and unfavorable environments. Analyzing physical features that make environment favorable or unfavorable.

ACTIVITIES

1. Refer to Social Sciences manual pp. 44-47.
2. Teach the song, "My Rocket Ship," p. 45, from Singing Fun album.
3. Let the children draw a picture of an unfavorable environment and tell why it is unfavorable.
4. Let the children draw a picture of a favorable environment and tell why it is favorable.
5. Let the children take a walk around the school. Observe favorable environmental characteristics.
6. Invite a resource person with scuba diving equipment to show what is needed in an underwater career.
7. Invite a resource person from the city water department to discuss how water is important to a favorable environment and discuss what kinds of work he does to help create a favorable environment.
8. Invite a weatherman to discuss his job and tell the skills he had to learn in order to be a weatherman.

UNIT II

SOURCES:

Films--Region XI

MP	51280	Finding Direction With a Map
MP	50964	Discovering the Forest
MP	352	The Fish that Nearly Drowned
MP	51246	America the Beautiful

LIBRARY BOOKS

Branley, Franklin M. A Book of Astronauts, Thomas Y. Crawell Co., 1963.

Helmrath, Marilyn. Bobby Bear's Rocket Ride, Odde Publishing Co., 1968.

Brown, Margaret Wise. The Seashore Noisy Book, Harper and Row, 1940.

Pope, Billy N. Let's Visit a Spaceship, Taylor Publishing Co., 1971.

EVALUATION: Complete the mural showing various environments. Add workers performing services appropriate to the surroundings. (Example: loggers in the forest, mountain climbers in mountains, fishermen at the coast etc.).

NOTES:

UNIT II: THE PLACES WE LIVE IN

LESSON: 10

CONCEPT SEEKING: Environments can affect career choices.

VALUE SEEKING: Environments have similarities and differences.

METHODS OF INTELLIGENCE: Comparing different environments noting similarities and differences. Inferring relationships between career choices, living habits and environment.

ACTIVITIES

1. Refer to manual, pp. 48-49.

2. Let the children bring pictures showing four different environments and discuss their similarities and differences. Discuss the kinds of jobs people do in these environments.

3. Let the children dress paper dolls in appropriate clothing for each environment setting (Example: desert, jungle, farm and artic region).

4. Teach the song "I Want to Teach the World to Sing," from Coca-Cola Commercial.

5. Play records for the children to enjoy depicting life in other countries, (Example: songs from Germany, Mexico, Africa, Japan etc.).

UNIT II

SOURCES:

Films--Region XI

MP	50857	Children Of The Plains Indians
MP	341	The Desert Community
MP	158	Timbo, The Baby Elephant
MP	239	Homes Around The World

LIBRARY BOOKS

King, Frederick M. Families and Social Needs, Laidlaw, 1968.

Copeland, Donala McKillop. The True Book of Eskimos, Children's Press, 1954.

EVALUATION: Clissify pictures children have brought according to environments. (Example: put jungle pictures together, desert pictures together, etc.). Let children pretend they are a "living" paper doll. Let them role-play how they would dress, depending on their environment. They may also role-play a job they might have in a particular environment. They may draw their home if they lived in the jungle or any of the different environmental regions. Review songs and let the children choose their favorites. Take a field trip to observe a worker related to the study of environment; such as, a weather station or water department.

NOTES:

UNIT III GRADE I

THE PEOPLE WE LEARN FROM

CONCEPT

INTERACTION

UNIT OBJECTIVE

To help pupils become aware that adaptation to environment is necessary and affects career choices

UNIT GENERALIZATION

People continually learn from each other whether it is in the family, school , or community.

UNIT III: THE PEOPLE WE LEARN FROM

LESSON 1

CONCEPT SEEKING: Learning develops through social interaction.

VALUE SEEKING: Children begin to learn that skills and ideas are learned through working.

METHODS OF INTELLIGENCE: Observing learning situations. Identifying their role as learner or teacher.

ACTIVITIES

1. Refer to Social Sciences manual pp. 56-57.
2. Have the children bring magazine pictures showing things they learned from their family. (Example: tying shoes, making the bed, washing dishes).
3. Have the children draw a picture entitled "Here I Am With My Family...."
4. Show the class a transparency of a teacher. Discuss what a teacher does.
5. Begin a bulletin board display with the caption "Our School Helpers." Let the children draw pictures of the teacher to add to the bulletin board as each helper is introduced.
6. Let the children write a story about the teacher.
   We are in school.
   Our teacher's name is_____.
   She smiles at us.
   She helps us do many things.
7. Teach the song "Hush, My Baby, Don't You Cry " from This Is Music, p. 32.
8. Read to the children the poem from Social Studies manual, 1968, p. 92, "I Like To Help My Mother."

UNIT III

SOURCES:

Films--Region XI

MP 376 Beginning Responsibility-Rules At School
MP 417 Helpers at Our School

Filmstrips--School Library

Wonderful World of Work Series-
Wally, the Worker Watcher

LIBRARY BOOKS

Pope. Your World, Let's Go to School, Taylor, 1967.
Greene, Carla. I Want to Be a Teacher, Children's Press, 1962.

EVALUATION: Let each child tell or role play something he has learned from his family and something he has learned at school.
Let the children use the family hand puppets during their-role playing.

UNIT III: THE PEOPLE WE LEARN FROM

LESSON 2, 3

CONCEPT SEEKING: Learning develops through social interaction.

VALUE SEEKING: Learning begins in the family and develops gradually.

METHODS OF INTELLIGENCE: Observing learning habits in different families and environments. Inferring learning takes time.

ACTIVITIES

1. Refer to Social Sciences manual pp 58-61..
2. Let the children play dress up and role-play something a mother or a father would teach a young child.
3. Make a book in the shape of a house entitled "My Family." Paste a picture of a different family member on each page. Add pictures to show something the family member does to help the younger members learn.
4. Teach the poem by A. A. Milne, "When I Was Six" from New Directions on English p. 3.
5. Teach the song, "I Love My Family," from This Is Music. p. 24.
6. Teach the song "Miss Polly Had a Dolly," from This Is Music p. 33.
7. Teach the song "Dance to Your Daddy," from This Is Music. p. 33.
8. Read to the children and discuss Just Like Mommy, Just Like Daddy. Bring out jobs parents do within the family unit to make a happy home.

UNIT III

SOURCES:

Films--Region XI

MP 50888 Humans and Animal Beginnings
MP 51077 Human Beginnings

LIBRARY BOOKS

Pease, Josephine van Dolzen. This Is the World, E. M. Hale, 1944.
Keats, Ezra Jack. Peter's Chair, Harper and Row, 1967.
Palazzo, Tony. The Little Red Hen, Doubleday.
Simon, Patty. Just Like Mommy, Just Like Daddy, Grosset and Dunlap, 1952.

EVALUATION: To be evaluated at the end of Unit III, Lesson 7.

NOTES:

UNIT III: THE PEOPLE WE LEARN FROM

LESSON 4

CONCEPT SEEKING: Learning develops through social interaction.

VALUE SEEKING: Children learn different things, depending on their home environment.

METHODS OF INTELLIGENCE: Comparing learning in different environments.

ACTIVITIES

1. Refer to Social Sciences manual pp. 62-63.

2. Prepare a bulletin board display showing children in different environments; such as, desert, farm, jungle, etc. In your discussion bring out skills needed for jobs that relate to the specific environment; such as, forest ranger, safari guide, tugboat captain, etc.

3. Teach folk dances at this time. (Example: "The Chimes of Dunkirk," "The Mexican Hat Dance").

4. Teach the Jewish song "Lai-Lah," p. 61 from New Dimensions in Music. Review songs with different ethnic backgrounds that were taught in Unit II.

5. Choose an environment different from your own and let the children tell the kind of work you would do in that environment.

UNIT III

SOURCES:

Films--Region XI

MP	50972	Hiawatha's Childhood
MP	739	We Make Butter
MP	106	Forest Ranger
MP	5	Hopi Indians Arts and Crafts

LIBRARY BOOKS

Keats, Ezra Jack. A Letter to Amy, Harper and Row, 1968.

Matsuno, Masako. A Pair of Red Clogs, The World Publishing Co., 1960.

Provus, Malcolm. How Families Live Together, Benefic Press, 1963.

EVALUATION: To be evaluated at the end of Unit III, Lesson 7.

NOTES:

UNIT III: THE PEOPLE WE LEARN FROM

LESSON 5, 6

CONCEPT SEEKING: Learning develops through social interaction.

VALUE SEEKING: People learn from each other.

METHODS OF INTELLIGENCE: Comparing roles of the ways people learn from each other.

ACTIVITIES

1. Refer to Social Sciences manual pp. 64-67.
2. Show the children transparencies of family members.
3. Have the children write an experience chart of two ways we learn at home.
4. Let the children draw a picture illustrating the home experience chart.
5. Show the children transparencies of school helpers.
6. Let the children write an experience chart of ways we learn at school.
7. Let the children draw a picture illustrating the school experience chart.
8. Use pictures from Workers In Our Neighborhood: such as, librarian, custodian, nurse, postman. These will aid in discussion of ways we learn at school.
9. Teach "Helping Mother" from Community Records Series.

UNIT III

SOURCES:

Films--Region XI

MP 301 What Do Fathers Do?
MP 186 Holiday From Rules
MP 245 Citizenship at Home

LIBRARY BOOKS

Puner, Helen Walker. Daddies, What They Do All Day, Lothrop, Lee and Shepard, 1946.
Grossman, Ruth H. Working, Playing, Learning, Field, 1970.
Marino, Dorothy. Where Are the Mothers?, Lippincott, 1959.

EVALUATION: Let the children draw a picture "Here I Am Learning At Home."
Let the children draw a picture "Here I Am Learning At School."

NOTES:

UNIT III: THE PEOPLE WE LEARN FROM

LESSON 7 The Big Idea.

CONCEPT SEEKING: Learning develops through social interaction.

VALUE SEEKING: Learning continues to develop based on earlier learning in social interactions.

METHODS OF INTELLIGENCE: Observing and analyzing relationships between teaching and learning in various social settings.

ACTIVITIES

1. Refer to Social Sciences manual pp. 68-69.
2. Let the children make a collage showing various ways of learning from different people in the community. (Example: magazine pictures of children learning at home, at school, at church, and from the community).
3. Read poem "Mothers and Dads," p. 160 from Social Studies Bulletin, Grade One, 1968, #3022.
4. Invite a parent or grandparent to talk to the class about ways of helping children learn at home.
5. Invite the principal to talk to the class about ways of learning at school. Have him tell what he had to learn for his job.
6. Let the children draw a picture of the principal to add to "School Helpers" bulletin board.
7. Let the children role-play how to teach a younger brother or sister to do something; such as, put on a coat, pick up toys, or drink a glass of milk.
8. Teach the action song, "Here We Go 'Round Mullberry Bush."

UNIT III

SOURCES:

Films--Region XI

MP 1588 Guidance. What's Right
Beginning Responsibility
Other People's Things

Filmstrips--School Library

Life on a Dairy Farm
National Dairy Council (free)

LIBRARY BOOKS

Grossman, Ruth H. Working, Playing, Learning, Field, 1970.
Hoffman, Jane. About Family Helpers, Melmont, 1954.
Laughlin, Florence. How To Get Ready, Whitman, 1968.
Knoche, Norma. What Do Mothers Do?, Golden Books, 1967.

EVALUATION: Divide the children into groups. Let one group role-play learning within the family, another role-play learning at school, Let another group role-play teaching younger children appropriate skills, and another group role-play school helpers as they help children to learn at school. Bring out that some people make careers of teaching others.

NOTES:

UNIT IV GRADE I

THE RULES WE MAKE

CONCEPT

Social Control

UNIT OBJECTIVE

1. To help pupils become aware that adaptation to environment is necessary and affects career choices.
2. To help pupils become aware that school helps prepare for the future

UNIT GENERALIZATION

Rules enable children to learn to work and play together and rules help protect health and safety.

UNIT IV

SOURCES:

Films--Region XI

MP	1171	Lunchroom Manners
MP	417	Helpers at Our School
MP	816	Let's Play Fair
		Beginning Responsibility

LIBRARY BOOKS

Jarolimik, John. Living as School Friends, MacMillan, 1966.

Pope, Billy. Your World-Let's Go To School, Taylor, 1967.

Leaf, Munro. Safety Can Be Fun, Lippincott, 1961.

EVALUATION: To be evaluated at the end of Unit IV.

NOTES:

UNIT IV: THE RULES WE MAKE

LESSON: 3

CONCEPT SEEKING: Cooperation with others is important.

VALUE SEEKING: People make different rules to serve the same purpose.

METHODS OF INTELLIGENCE: Comparing rules that govern different families and observing that health and safety rules are different among families.

ACTIVITIES

1. Refer to Social Sciences manual pp 78-79..
2. Discuss with the children necessity for having rules in the family and how they apply to the parent's work schedule.
3. Let each child illustrate a rule of his family and tell the class why it is important.
4. Let the children bring magazine pictures of families participating in different activities and discuss rules suitable for the picture.
5. Teach the song "Wake Up," p. 16, from New Dimensions in Music to the children.
6. Encourage the children to visit their fathers at work. Most large companies have guided tours or open house.

UNIT IV

SOURCES:

Films--Region XI

MP 1587 Let's Have Respect
MP 379 Kindness to others

LIBRARY BOOKS

Provws, Malcolm. How Families Live Together, Benefic Press, 1963.
Bacemeister, Rhoda Warner. The People Downstairs, Coward-McCann, 1964.

EVALUATION: Use role playing as suggested on p. 79 of the Social Science manual.

NOTES:

UNIT IV: THE RULES WE MAKE

LESSON: 4,5

CONCEPT SEEKING: Cooperation with others is important.

VALUE SEEKING: Rules that govern our homes, classrooms, and community are made by people in authority.

METHODS OF INTELLIGENCE: To infer that in following directions in a given situation, we are obeying rules.

ACTIVITIES

1. Refer to Social Sciences manual pp. 80-83.
2. List and practice the rules necessary for leaving the classroom and showing respect for rights of others.
3. Take the children on a walk around the school to observe the safety signs.
4. Show and discuss pictures of the doctor, nurse, policeman, veterinarian and fireman from "Workers in Our Neighborhood." Stress the jobs they do and the necessity for cooperation.
5. Invite a policeman to talk with the class. Prepare a list of questions to use for question and answer session.
6. Ask the children to observe workers in the school and community and tell why rules are important for these jobs and what might happen if there were no rules.
7. Teach "The Policeman," p. 76, from This Is Music.

UNIT IV

SOURCES:

Films--Region XI

MP	50419	Everyone Helps in a Community
MP	1177	Manners in School
MP	140	I'm No Fool as a Pedestrian
MP	50041	On Guard for Safety

LIBRARY BOOKS

Miner. The Book of Policemen and Firemen, Children's Press.
Corum, Louise. Who Is My Friend?, Wonder Books, 1959.
King, Frederick M. Families and Social Needs, Laidlaw, 1968.
Greene, Carla. Doctors and Nurses, What Do They Do?, Harper-Row, 1963.

EVALUATION: To be evaluated at end of Unit IV.

NOTES:

UNIT IV: THE RULES WE MAKE

LESSON: 6,7

CONCEPT SEEKING: Cooperation with others is important.

VALUE SEEKING: Rules affect people's health and safety in different environments.

METHODS OF INTELLIGENCE: Inferring the need for health and safety rules in different situations.
Predicting what might happen if rules were not followed.

ACTIVITIES

1. Refer to Social Sciences manual pp. 84-87.

2. Let children dictate rules for an experience chart concerning coming to school and returning home from school. Include workers and the jobs they do to keep children safe.

3. Review the mural concerning different environments and the workers there. Let the children tell what safety rules they would need according to the environment.

4. Teach the children the song, "Fire Song," p. 74, from New Dimensions in Music.

5. Let the children make up a rule that involves a health or safety worker. Then draw pictures to illustrate the rule.

UNIT IV

SOURCES:

Films--Region XI

MP	70255	In Case of Fire - Fire Drill and and Fire Safety
MP	123	Eat for Health
MP	375	Beginning Responsibility - Other Peoples' Things

LIBRARY BOOKS

Carey, Elizabeth B. Living as School Friends, MacMillan, 1969.

Lansing, Marion. Little Red Riding Hood, Building Pre-Reading Skills, Ginn, 1965.

Baver, W. W., M.D.. Health for All, Scott Foresman, 1965.

EVALUATION: Role-play being a helper using puppets from Instructo Puppet Playmates to show workers who help children stay healthy and safe.

NOTES:

UNIT IV: THE RULES WE MAKE

LESSON: 8,9	The Big Idea
CONCEPT SEEKING:	Learning develops through social interaction.
VALUE SEEKING:	Rules that help people play, work, or learn, and protect their health and safety are enforced by people in authority.
METHODS OF INTELLIGENCE:	Observing people in authority and hypothesizing why workers are enforcing rules.

ACTIVITIES

1. Refer to Social Sciences manual pp. 88-91.

2. Review pictures from "Workers in Our Neighborhood," used in Unit IV. Let children tell which rules the workers are enforcing.

3. Make "Good Citizenship" tickets to be awarded at the end of the day for all children obeying class rules made by workers in authority.

4. Review Key Concept Words for Unit IV.

   (1) Rule
   (2) Friend
   (3) Health
   (4) Safety
   (5) Follow
   (6) Decide
   (7) Break
   (8) Authority

5. The children should review all songs taught in Unit IV involving people in authority and health and safety.

UNIT IV

SOURCES:

Films--Region XI

MP	1579	Beginning Responsibility-Learning to Follow Directions
MP	1586	Working With Others
MP	140	I'm No Fool as a Pedestrain
MP	134	I'm No Fool With a Bicycle
MP	376	Beginning Responsibility-Rules at School
MP	135	I'm No Fool With Fire

LIBRARY BOOKS

Leaf, Munro. Manners Can Be Fun, Lippincott, 1958.
Minarik, Else. No Fighting, No Biting, Harper, 1958.
Leaf, Munro. Safety Can Be Fun, Lippincott, 1961.

EVALUATION: Group the class in four groups and have each group role-play a health or safety situation involving people in authority.

NOTES:

UNIT V GRADE I

THE THINGS WE NEED

CONCEPT

Human Variability

UNIT OBJECTIVE

1. To help pupils become aware that adaptation to environment is necessary and affects career choices

2. To help pupils become aware of the world of work in their community

UNIT GENERALIZATION

Basic needs regardless of environment affect career choices.

UNIT V: THE THINGS WE NEED

LESSON: 1,2,3

CONCEPT SEEKING: Environment can affect career choices.

VALUE SEEKING: People have similar physical and emotional needs.

METHODS OF INTELLIGENCE: Analyzing basic needs. Inferring basic needs are the same for all people.

ACTIVITIES

1. Refer to Social Sciences manual pp. 104-109.

2. Let the children begin a mural showing workers who help provide the physical needs of food, clothing, and shelter.

3. Discuss with the children the transparency concerning basic needs, p. 52, in Social Studies Grade One bulletin #302.2, 1968.

4. Ask the children to bring pictures portraying love or concern for another. (Example: a grandmother reading a story to a child, a swimming pool guard, a farmer caring for his animals).

5. Let the children role play being friendly.
   Example: a. "Pretend I'm a new person in this room. Say something friendly to me."
   b. "Pretend I've hurt my knee. Say something friendly."
   c. "Pretend I've broken my favorite toy. Say something friendly."

6. Let the children bring pictures showing ecology problems and discuss how these affect our environment. Discuss with the children careers associated with ecology. Read Dear Garbage Man.

7. Teach the poem--
   "Who is Knocking?" to the children.

   Who is Knocking?
   Someone is knocking, 1,2,3. (Knock 3 times)
   Someone is knocking. Who can it be?
   Who has come to call on me? (Pretend to open door)
   Why, good morning, my little friend. (Pretend to shake hands)
   Do you have some time to spend?
   What a lovely, lovely day to play! (Spread hands apart)
   Here's a toy. Won't you stay? (Hand toy to visitor)
   I'm so glad you came over today.

   ...Unknown

UNIT V

SOURCES:

Films--Region XI

MP	51121	Let's Keep America Beautiful
MP	1136	George's New Suit- Where Clothing Comes From
MP	466	The House That Jack Built
MP	121	Your Friend the Water- Clean or Dirty

LIBRARY BOOKS

Knoche, Norma R. What Do Mothers Do?, Whitman, 1966.

Zion, Gene. Dear Garbage Man, Harper, 1957.

EVALUATION: Ask the children to draw pictures showing the basic needs discussed. Let each child tell about his picture. Print what the child said about his picture in the upper left hand corner of the picture. These can be used as a bulletin board display.

NOTES:

UNIT V: THE THINGS WE NEED

LESSON: 4,5,6

CONCEPT SEEKING: Some workers produce goods.

VALUE SEEKING: People need water and food to stay alive.

METHODS OF INTELLIGENCE: Observing different ways to obtain water and food. Hypothesizing that people meet their basic needs in different ways.

ACTIVITIES

1. Refer to Social Sciences manual pp. 112-115 with the children.

2. Discuss with the children at least two different cultures and ways they obtain their water, and what jobs are involved in getting water.
   Example: a. United States-plumber,
   Water Commissioner,
   Meter reader.
   b. Mexico-carrying water from springs in remote areas.

3. Teach the traditional folk song "Eency, Weency Spider" and teach finger motions to accompany it.

4. Discuss with the children farmers in at least four different cultures and the work they do to grow food for their families.

4. (continued)
   Example: a. United States-corn
   b. China-rice
   c. Alaska-whale meat

5. Read to the class The Animals of Farmer Jones and let the children illustrate what job they would like best if they were a farmer.

6. Let the class take a field trip to the grocery store and observe various jobs the workers perform. Example:
   Store Manager — Checker
   Butcher — Package boy
   Produce man — Delivery man
   Baker

7. Let the class make an experience chart about the trip to the grocery store.

8. Teach the song "The Grocery Store" from Community Records, Bowmar, to the class.

UNIT V

SOURCES:

Films--Region XI

MP	51254	The Food Store
MP	50484	Rainshower
MP	320	Story of the Wholesale Market
MP	119	Apples-From Seedling to Market
MP	45	Let's Visit A Poultry Farm

LIBRARY BOOKS

Scarry, Richard. The Animals of Farmer Jones, Golden Book, 1942.

Greene, Carla. I Want to be an Orange Grower, Children's Press, 1956.

Greene, Carla. I Want to be a Fisherman, Children's Press, 1957.

EVALUATION:
1. Let the children pantomime various workers performing their jobs that were discussed in Unit V, lessons 4 and 5.
2. Let the class add workers who supply our basic needs to the mural.
3. Let the children add verses to: Farmers produce food for you.
   To make us strong and healthy too.
   A plumber always is our friend.
   Our water pipes, he will quickly mend.

NOTES:

UNIT V: THE THINGS WE NEED

LESSON: 7

CONCEPT SEEKING: Some workers produce goods.

VALUE SEEKING: Materials available in the environment determine the kinds of shoes worn.

METHODS OF INTELLIGENCE: Comparing kinds of shoes. Inferring available materials determine the kinds of footwear used.

ACTIVITIES

1. Refer to Social Sciences manual pp. 116-117.

2. The teacher may bring catalogs so the children may find different kinds of shoes.

3. Use "Workers in Our Neighborhood" pictures. Let the children match shoes pictured in the catalog with the shoes the workers wear.

4. Let the children discuss materials used to make shoes in four different cultures and the people who work to make the shoes. Example:
   U.S.A. - leather
   Pacific Islands - rubber
   Mexico - straw
   Denmark - wooden

5. Let the class make a collage of different kinds of shoes. On the outside edges draw workers who help produce the shoes. (Example: rancher, truck driver, tanner, designer, manufacturer, salesman, customer, shoe repairman).

6. Teach the song or poem, "Little Gray Pigeon."

   Little Gray Pigeon

   A little gray pigeon went walking in the rain,
   He walked all around a pond.
   But he didn't get his feet wet.
   Do you know why? He had little red galoshes on!

   Pauline K. Fisher

7. Teach "Shoemaker's Dance," p. 72, from The First Grade Book.

8. Teach "The Cobbler" by Eleanor Chaffee.
   Crooked heels and scuffy toes
   Are all the kinds of shoes he knows.

LESSON: 7 (activities continued)

8. (continued)
He patches up the broken places,
Sews the seams and shines their faces.

9. Invite a person from a leather goods factory to discuss the manufacturing of shoes.

UNIT V

SOURCES:

Films--Region XI

MP 303 The Clothes We Wear

LIBRARY BOOKS

Matsuna, Masako. A Pair of Red Shoes, World Pub. Co., 1960.

Rockwell, Anne F. Gypsy Girl's Best Shoes, Parents Magazine Press, 1966.

EVALUATION: Let each child tell something he has learned about shoes. Encourage the children to wear or bring a favorite pair of shoes and tell the material they are made from and at least two people who worked to help produce the shoes.

NOTES:

UNIT V: THE THINGS WE NEED

LESSON: 8

CONCEPT SEEKING: Work is interdependent.

VALUE SEEKING: Materials available in the environment determine the kinds of houses built.

METHODS OF INTELLIGENCE: Compare different kinds of houses. Materials available determine the kinds of houses built.

ACTIVITIES

1. Refer to Social Sciences manual pp. 118-119.
2. Read to the children Let's Build a House.
3. Let the class dictate a list of construction trades involved in providing houses. This may include:

contractor	roofer
architect	electrician
loan officer	plumber
carpenter	painter
	brick layer

4. Invite a construction worker to discuss building houses, and show the tools he uses in his work.
5. Show pictures of homes built in different environments, and let the class discuss materials needed and the workers involved.
6. Have the children draw pictures of a construction worker whom they think does interesting work.
7. Teach the children "Let's Build A House," from Community Records by Bowmar.

UNIT V

SOURCES:

Films--Region XI

MP 952 Building A House, 2nd Edition
MP 239 Homes Around the World
MP 307 Let's Build A House

LIBRARY BOOKS

Bolian, Polly. I Know a House Builder, Putnam, 1968.
Pope, Billy N. Your World-Let's Build A House, Taylor, 1966.
Provess, Malcolm. How We Get Our Shelter, Benefic Press, 1962.

EVALUATION: Play "Who Am I?"

a. I draw the plan for a house.
What Helper Am I?

b. I pour the foundation for a house.
What is my name?

c. I use a hammer and saw.
I nail the boards together to make your house.

d. I put the bricks together with mortar.
I use a tool called a trowel.
Who am I?

e. I put electric wires in the house. What is my name?

NOTES:

UNIT V: THE THINGS WE NEED

LESSON: 9 The Big Idea.

CONCEPT SEEKING: Environment can affect career choices.

VALUE SEEKING: People's basic needs are met in different ways.

METHODS OF INTELLIGENCE: Observing different environments. Predicting how basic needs will be met.

ACTIVITIES

1. Refer to Social Sciences manual pp. 120-121.
2. Show pictures of the moon and of the earth to the class. Discuss what workers would need in each environment in order to live and to work.
3. Let the children make paper sack space helmets and take an imaginary trip to the moon. Let them tell what they would need in order to breathe, eat, clothe themselves, and provide shelter.
4. Teach the song "I'm Sam the Spaceman," p. 177 from New Dimensions in Music.
5. Discuss with the children the training of astronauts and their space flight experiences and use newspaper clippings of recent space flights.
6. Discuss with the children a space scientist's job and use Todays Basic Science, grade 1, pp. 51-65.
7. Let the children contrast being a worker on the moon with being a worker in their own environment.
8. Let the children complete the mural begun in Lesson 1, Unit V, by adding scientists and astronauts.

UNIT V

SOURCES:

Films--Region XI

MP 267 All About Weightlessness
MP 410 Gravity and What It Does
MP 358 If You Could See the Earth

LIBRARY BOOKS

Green, Carla. I Want to be a Space Pilot, Children's Press, 1961.
Unger. Moon Man, Harper, 1967.
Zafforoni, Navarra. Todays Basic Science, Harper-Row, 1967.

EVALUATION:
1. Let the children review the mural and discuss the basic needs of workers regardless of environment.
2. Let each child draw a picture of his favorite worker and tell why he is a favorite.

NOTES:

UNIT VI GRADE I

THE PEOPLE WHO HELP US

CONCEPT

Interdependence

UNIT OBJECTIVE

To help pupils become aware of the world of work in their community

UNIT GENERALIZATION

People depend on each other in their use of natural resources.

UNIT VI: THE PEOPLE WHO HELP US

LESSON: 1,2

CONCEPT SEEKING: Work is interdependent.

VALUE SEEKING: Children begin to recognize that many people help prepare their food.

METHODS OF INTELLIGENCE: Observing different methods of obtaining food and analyzing the types of work involved.

ACTIVITIES

1. Refer to Social Sciences manual pp. 128-131.
2. Read to the children, I Want to Be A Dairy Farmer, and discuss the work the dairy farmer does.
3. Teach the children "Our Milkman" song in The First Grade Book.
4. Show a transparency of the cafeteria manager and invite the manager to discuss with the class her duties. Examples are as follows:
    1. Ordering the food from various plants.
    2. Selecting recipes.
    3. Maintaining a clean kitchen.
    4. Observing state health rules.
    5. Preparing and serving food.
5. Let the children role-play eating out in a restaurant and demonstrate duties of workers preparing and serving food.
6. Plan a field trip with the children to visit a bakery. List duties of the workers to observe.

UNIT VI

SOURCES:

Films--Region XI

MP	51190	Uncle Jim's Dairy Farm
MP	51254	The Food Store (2nd Edition)
MP	320	Story of Wholesale Market

Filmstrip--School Library

I Want to be a Dairy Farmer
Little Red Hen

LIBRARY BOOKS

Allen, Laura. Mr. Jolly's Sidewalk Market, Holt, 1965.

Colonius, Lillian. At the Bakery, Melmont, 1953.

Greene, Carla. I Want to be a Baker, Children's Press, 1956.

Greene, Carla. I Want to be a Dairy Farmer, Children's Press, 1958.

Johnson, Irma. About Truck Farming, Children's Press, 1962.

EVALUATION: Divide the class into small groups and let each group illustrate a sequence of food processing from farm to table.

NOTES:

UNIT VI: THE PEOPLE WHO HELP US

LESSON: 3,4

CONCEPT SEEKING: Work is interdependent.

VALUE SEEKING: Children begin to recognize that many people help prepare their food.

METHODS OF INTELLIGENCE: Observing ways of obtaining soup and fish. Analyzing various aspects of interdependence.

ACTIVITIES

1. Refer to Social Sciences manual pp. 132-135.

2. Let the children bring vegetable soup to be tasted in the classroom. Discuss with the children the workers involved in the processing (Example: farmer, trucker, wholesale distributor, canner, groceryman, consumer).

3. Let the children bring pictures of fishermen to the class. Discuss their jobs as fishermen.

4. Read to the class, I Want to Be A Fisherman, and ask the children to watch for the kinds of work a commercial fisherman must do.

5. Teach a song to the class, "Dance to Your Daddy," p. 33 in This Is Music.

UNIT VI

SOURCES:

Films--Region XI

MP 51093 Shrimp Please
MP 50894 Fishing on the Coast of Japan

LIBRARY BOOKS

Grossman, Ruth. Working, Playing, Learning, Field Educational Publications, 1970.
Greene, Carla. I Want to be a Fisherman, Children's Press, 1957.
Pope, Billy N. Let's Visit a Strip, Taylor Publishing Co., 1967.

EVALUATION: Let the children draw a picture showing something they have learned about workers involved in the processing of soup and fish for retail stores.

NOTES:

UNIT VI: THE PEOPLE WHO HELP US

LESSON: 5,6

CONCEPT SEEKING: Work is interdependent.

VALUE SEEKING: Children begin to recognize that many people provide their clothing.

METHODS OF INTELLIGENCE: Observing workers involved in providing our clothing. Hypothesizing that there are several different activities needed in producing clothing.

ACTIVITIES

1. Refer to Social Sciences manual pp. 136-139.

2. Bring cotton bolls and unprocessed wool to class and have the children compare these raw products and discuss workers and the materials used for our clothes.

3. Read to the children, How a Shirt Grew in the Field, and afterward let the class illustrate an interesting worker that they would like to be.

4. Provide paper and paper strips to let the children experience the process of weaving and understand the importance of the weavers job in factories.

UNIT VI

SOURCES:

Films--Region XI

MP 1136 George's New Suit - Where Clothing Comes From
MP 182 Woolly, the Lamb

LIBRARY BOOKS

Anderson, Edna. Families and their Needs, Silver, 1966.
Beskow, Elsa. Pelle's New Suit, Harper, 1929.
Eggleston, Joyce. About Things that Grow, Children's Press.
Rudolph, Marquerita. How a Shirt Grew in the Field, McGraw Hill, 1967.

EVALUATION: Let the children draw pictures illustrating stages in the process of producing cloth and clothes. Put the pictures on a length of paper to make a mural.

NOTES:

UNIT VI: THE PEOPLE WHO HELP US

LESSON: 7

CONCEPT SEEKING: Some workers produce goods. Work has worth.

VALUE SEEKING: Many workers are required to produce goods.

METHODS OF INTELLIGENCE: Observing tasks performed by different workers. Inferring that cooperation is important in the world of work.

ACTIVITIES

1. Refer to Social Sciences manual pp. 140-141.

2. Take the children to the playground and examine a bicycle. Call attention to the many parts of a bicycle and to the skilled workers who assembled the bicycle.

3. Plan a field trip to a television station. Observe the workers who are involved in producing the programs.

4. Let the children make a list of all the workers involved in producing the programs, in making television sets, and in repairing the sets.

UNIT VI

SOURCES:

Films--Region XI

MP	50689	Sound and How it Travels
MP	134	I'm No Fool on a Bicycle
MP	471	How Electricity Works for Us

LIBRARY BOOKS

Greene, Carla. I Want to be a News Reporter, Children's Press, 1958.

Grossman, Ruth. Working, Playing, Learning, Field Educational Publications, 1970.

Pope, Billy N. Let's Visit a Television Station.

EVALUATION: Provide a large cardboard box. Let the children act out a television program. Involve the producer, announcer, cameraman, lighting director, and actors.

NOTES:

UNIT VI: THE PEOPLE WHO HELP US

LESSON: 8,9

CONCEPT SEEKING: Some workers produce goods and services that are personally rewarding.

VALUE SEEKING: Children become aware of other people who provide schools for them to learn.

METHODS OF INTELLIGENCE: Identifying and analyzing the goods and services in the world of work that provide for a good learning environment.

ACTIVITIES

1. Refer to Social Sciences manual pp. 142-145.

2. Review with the children the construction workers studied in Unit V, Lesson 8, to help them become aware that the same workers who houses also build schools.

3. Let the children pretend they are architects and draw a floor plan of their school.

4. Invite a school maintenance worker to discuss with the class his personally rewarding work to keep the school in good repair. After his visit have children write "thank you" letters for his services.

5. Review with the children Unit IV, Lesson 5, 1, and 2, concerning goods and services that make it possible for a good learning environment.

6. Let the children draw pictures of ways that they can be good workers in keeping the school clean and in good repair. Examples are as follows:
   Put waste paper in basket.
   Pick up food from floor.
   Clean mud from shoes.

UNIT VI

SOURCES:

Films--Region XI

MP 417 Helpers at Our School
MP 816 Let's Play Fair (2nd Edition)
MP 374 Beginning Responsibility-Doing Things for Ourselves at School

LIBRARY BOOKS

Grossman, Ruth. Working, Playing, Learning, Field Educational Publications, 1970.
Rowe, Jeanne. A Trip Through a School, Watts, 1969.
Buckheimer, Naomi. I Know A Teacher, Putnam, 1967.
Hoffman, Elaine and Hefflefinger. About School Helpers, Melmont, 1967.

EVALUATION: Let the children use blocks to build a school plan on a table or the floor. Then let them draw and cut out school workers they have discussed who provide a good learning environment. Finally, let them place the cut-outs on the school plan.

NOTES:

UNIT VI: THE PEOPLE WHO HELP US

LESSON: 10,11	The Big Idea
CONCEPT SEEKING:	Work has dignity. Work is interdependent.
VALUE SEEKING:	Children become aware that they are a part of the natrual resource of human energy.
METHODS OF INTELLIGENCE:	Observing natural resources and inferring that people help each other in using natural resources.

ACTIVITIES

1. Refer to Social Sciences manual pp. 146-149.

2. Show the children pictures of a finished product and the product in its natural state. Examples are as follows:
   wooden blocks--picture of tree
   pearl necklace--oyster
   stick of candy--sugar cane

3. Let the children use clay to mold pottery like the Indians and Mexicans do to help realize the work involved in making pottery.

4. Invite a resource person from Environmental Control to discuss his job and how we may help to conserve our natural resources.

5. Teach the children "This Land Is Your Land," Patriotic Songs, Bowmar Record, to become aware of their responsibility in a world of work in conserving natural resources.

UNIT VI

SOURCES:

Films--Region XI

MP 51121 Let's Keep America Beautiful
MP 50814 Great Lakes Area, The Men, Minerals and Machines
MP 106 Forest Ranger

LIBRARY BOOKS

Review selected books from previous lessons in this Unit VI.

EVALUATION: Teach the children the song "Workers in Our Town," p. 72 of This Is Music. Let the children compose new lyrics concerning workers studied in this unit. Let the children use Playschool Match-Up - People and Their Jobs.

NOTES:

UNIT VII GRADE I

A LOOK BACK

CONCEPT

Social Learning

UNIT OBJECTIVE

1. To help pupils develop a positive self-image
2. To help pupils become aware that school helps prepare for the future

UNIT GENERALIZATION

Pupils will begin to become aware of their cultural heritage and their worth as individuals in the present, past and future.

UNIT VII: A LOOK BACK

LESSON 1, 2, 3, 4

CONCEPT SEEKING: Persons are unique. Basic skills are necessary.

VALUE SEEKING: Children become aware of the value of communication and its relationship to the present and past.

METHODS OF INTELLIGENCE: Collecting data on the past. Inferring that past events affect the present.

ACTIVITIES

1. Refer to Social Sciences manual pp. 156-163.

2. Let the children bring pictures of themselves when they were younger. Encourage them to tell of persons other than the immediate family who were important to them. (Example: domestic help, baby sitters, and pre-school workers).

3. Let the children discuss their past experiences at birthday parties and discuss any workers helping with the celebration. (Example: baker, postman, amusement park attendants, Six Flags, Seven Seas, Baseball Stadium, Zoo, Skating Rinks, Circus, Casa Manana actors and musicians).

4. Let the children read a birthday, Christmas, or Valentine card to the class. Encourage a discussion of ways of communicating with others; such as, poets, authors, artists, and interpreters.

5. Each day ask the children to dictate for a chart at least one thing that they want to remember. At the end of the unit read the entire chart of recorded events. Help the children to realize that history is a record of the past and that people who work to record history are called historians. Example:

MONDAY: We had a fire drill.
TUESDAY: Lucy lost a tooth.
Wednesday: John had a birthday.

UNIT VII

SOURCES:

Films--Region XI

MP	50580	Communications and the Community
MP	100	Hello, Up There
MP	51077	Human Beginnings
MP	50002	A Letter to a Grandmother

Filmstrips--School Library

The Newspaper Boy-World of Work Series

LIBRARY BOOKS

Anderson, Edna. Families and Their Needs, Silver, 1966.

Krauss, Ruth. The Growing Story, Harper and Row, 1947.

Scarry, Richard. My Baby Sitter, Golden, 1967.

EVALUATION: To be evaluated at the end of Unit VII.

NOTES:

UNIT VII: A LOOK BACK

LESSON 5, 6

CONCEPT SEEKING: Children become aware that abilities and interests are different.

VALUE SEEKING: Experience and age are related.

METHODS OF INTELLIGENCE: Comparing people of different ages and inferring that age, length of past, and experience are related.

ACTIVITIES

1. Refer to Social Sciences manual pp. 164-167.

2. Suggest that the children go with their parents to the Fort Worth Museum of Science and History to see the early American dioramas. Let the children who go make reports to the class about the early day family and the activities of work in getting food, clothing and houses.

3. Tell the children about the work involved in the past in "husking bees," "house raisings," "threshing time," and "quilting parties," and how they compare with the work of today.

4. Invite a grandparent of a class member to tell of past experiences when he was a child and the work he had to do as a family member.

UNIT VII

SOURCES:

Films--Region XI

MP 50878 Children of the Colonial Frontier
MP 289 Child's Garden of Verses

LIBRARY BOOKS

King, Frederick M. Families and Social Needs, Laidlaw, 1968.
Lenski, Lois. Poppa Small, Walck, 1951.
McGovern, Ann. If You Lived in Colonial Times, Four Winds Press, 1966.

EVALUATION: Let each child draw a picture of the past experiences the class has discussed and the job he would prefer in the early day family.

NOTES:

UNIT VII: A LOOK BACK

LESSON 7

CONCEPT SEEKING: People are different. Individuals have worth.

VALUE SEEKING: Americans have different cultural heritages.

METHODS OF INTELLIGENCE: Analyzing data about an individual's past.

ACTIVITIES

1. Refer to Social Sciences manual pp. 168-169.

2. Let the children bring pictures of Negroes from magazines and newspapers. Discuss the Negro's culture in the past and present.

3. Make a chart of black people in the world of work. Examples are as follows:
    1. Edward Brooks, senator
    2. Willie Mays, baseball player
    3. Muhammad Ali, boxer
    4. Flip Wilson, entertainer

4. Let the children draw a picture of a black person who has played a part in their lives. Let the children tell what work this person does. Bring out the worth of each individual.

5. Let the children listen to some African music. Help them to become aware that this is a part of the American Negro's heritage.

6. Bring a copy of the magazine Ebony to show Negro leaders in the business and sports world.

UNIT VII

SOURCES:

Films--Region XI

MP 50884 The Negro American

Filmstrips--School Library

Martin Luther King, Singer Kit (SVE)

LIBRARY BOOKS

Bontemps, Arna. American Negro History, Century Communications, Inc., 1968.

Schraff, A. E. Black Courage, McCrae Smith Co., 1969.

EVALUATION: Cultural heritages to be evaluated at the end of Unit VII.

NOTES:

UNIT VII: A LOOK BACK

LESSON 8, 9, 10

CONCEPT SEEKING: People are different. Individuals have worth.

VALUE SEEKING: Children begin to appreciate the variety of cultural heritage in the United States.

METHODS OF INTELLIGENCE: Collecting and analyzing data of different ethnic backgrounds.

ACTIVITIES

1. Refer to Social Sciences manual pp.170-175.

2. With the family's permission let the children bring albums showing cultural heritage of their ancestors.

3. Let the children find out about kinds of work of grandparents of different cultures and discuss how the jobs then and now are different.

4. Refer to activities in Unit III, Lesson 3, of various ethnic groups.

5. Take the children to the school library and look in various books and magazines to find out about jobs of different cultures. Discuss what work looks interesting in another culture.

6. Bring a bag of Chinese fortune cookies or a package of tortillas and discuss how bakers use recipes for food of their culture. Let the children taste the food.

7. Let the children listen to music of different cultures.

UNIT VII

SOURCES:

Films--Region XI

MP 50778 Asia, A Continental Overview
MP 50391 Claudius, Boy of Ancient Rome

LIBRARY BOOKS

Grossman, Ruth. Working, Playing, Learning, Field Education Inc., 1970.
Reyher, Becky. My Mother Is the Most Beautiful Woman in the World, Lathrop, Lee and Shepard, 1945.
Handforth, Thomas. Mei Li, Doubleday, 1938.
Martin, Patricia. No, No, Rosina, Putnam, 1964.

EVALUATION: To be evaluated at the end of Unit VII.

NOTES:

UNIT VII: A LOOK BACK

LESSON: 11 The Big Idea

CONCEPT SEEKING: Self-awareness is important. Persons are unique.

VALUE SEEKING: Cultural traits change. Cultural heritages are unique.

METHODS OF INTELLIGENCE: Collecting and analyzing data of the past.

ACTIVITIES

1. Refer to Social Sciences manual pp. 176-179.

2. Let the class dictate a story about jobs they might have had fifty years ago to provide food, transportation, and shelter. Try to use the key concept words in Unit VII.

3. Let each child draw a picture showing a worker of the past. Let each child describe his picture to the class.

4. Let the children role-play being a worker of the past, such as, a blacksmith or cook using a wood burning stove.

UNIT VII

SOURCES:

Films--Region XI

MP 50878 Children of the Colonial Frontier

LIBRARY BOOKS

Edwards, John N. The Family in Change, Knopf, 1969.
Beatty, Barbara. Living in Pioneer Days, Holt, Rinehart and Winston, 1964.
Provus, Malcolm. How Families Live Together, Benefic Press, 1963.

EVALUATION: Let the children draw pictures of things people worked for long ago and things people work for now.
Example: Long Ago: horse and buggy, or victrola, or washboard
Now : boat and trailer, or television, or washer and dryer
Use materials in your school resource center for use with Americans All curriculum guide.

NOTES:

UNIT VIII GRADE I

A LOOK AHEAD

CONCEPT

Social Learning

UNIT OBJECTIVE

1. To help pupils become aware that school helps prepare for the future
2. To help pupils become aware of the world of work in their community

UNIT GENERALIZATION

Individuals learn from each other. They use what they have learned to plan for the future.

UNIT VIII: A LOOK AHEAD

LESSON: 1,2,3

CONCEPT SEEKING: Basic skills are necessary to plan for the future.

VALUE SEEKING: Children will become aware that knowledge of the past relates to present and future experiences.

METHODS OF INTELLIGENCE: Analyzing past experiences in relation to present and future. Predicting what might happen in the future.

ACTIVITIES

1. Refer to Social Sciences manual pp. 186-191.

2. Let each child make a drawing to put in a booklet of drawings entitled "My Future." The child may draw "Myself as I am Now," "How I Will Look as a Teenager," "The Kind of Work I Will Do as a Teenager," "How I Will Look When I am Grown," or "What I Want to be When I Grow Up."

3. Let the children answer the question "Why Do People Work?" and use the answers to make a chart.

4. Plan a field trip to a greenhouse, florist, or to the Botanic Gardens. Ask the children to observe the nurseryman as he works and observe the plants at this particular season. Ask the nurseryman to talk to the children about his job and the skills learned in school that are helpful in his work.

UNIT VIII

SOURCES:

Films--Region XI

MP 446 Causes of the Seasons
MP 73 The Honest Woodsman

LIBRARY BOOKS

Darby. What's A Season?, Benefic Press.
Greene, Carla. I Want To Be Series, Children's Press.
Pope, Billy N. Your World - Let's Visit A Flower Shop, Taylor Publishing Co., 1971

EVALUATION: Complete the booklet entitled "My Future."

NOTES:

UNIT VIII: A LOOK AHEAD

LESSON: 4,5

CONCEPT SEEKING: Basic skills are necessary to plan for the future.

VALUE SEEKING: Children become aware of what they have learned in the past that will prepare them for future experiences.

METHODS OF INTELLIGENCE: Analyzing past experiences and predicting activities for future based on past experiences.

ACTIVITIES

1. Refer to Social Sciences manual pp. 191-195.

2. Discuss with the children the workers who analyze and predict our future needs and the skills they need. (Example: telephone and public opinion survey planners, park and recreation planners, census-takers).

3. Let the children discuss with their parents the work they do now and what changes may be made in their world of work in the future.

4. Discuss with the children and make a chart of skills learned in school this year.

5. Let each child tell what he hopes to learn in his second year of school.

UNIT VIII

SOURCES:

Films--Region XI

MP 70122 Donald in Mathematics Land
MP 263 Button's Big Parade

LIBRARY BOOKS

Pope, Billy N. Your World - Let's Go To School, Taylor Publishing Co., 1967.
Burkhardt-McGuiness. Our Home and School, Benefit Press.

EVALUATION: Use activities 4 and 5 in the lesson for evaluations.

NOTES:

UNIT VIII: A LOOK AHEAD

LESSON: 6,7,8

CONCEPT SEEKING: Cooperation with others is important. Work has dignity.

VALUE SEEKING: Through time some events recur, some things change while others do not.

METHODS OF INTELLIGENCE: Analyzing past and present experiences and rules. Predicting probable changes or lack of changes in the future.

ACTIVITIES

1. Refer to Social Sciences manual pp. 196-201.
2. Let the class discuss rules they followed when they started to school in September. Let them predict the ones they will need to continue to follow and the ones that may need to be changed.
3. Review the reasons for rules. Review the workers who help us to follow rules at school and in the community.
4. Invite the nurse to visit the class to help the children compare how they have changed in height and weight during the year.
5. Remind the children of the things that they have said they hope to learn next year. Help them to understand that adults in the the world of work continue to learn so that they are better prepared to perform their jobs. Invite school workers or community resource persons into the class to tell how they continue to improve their work skills. (Example: teachers go to workshops, doctors attend conventions, firemen go to training schools).

UNIT VIII

SOURCES:

Films--Region XI

MP 271 You and Your Five Senses
MP 816 Let's Play Fair, 2nd Edition

LIBRARY BOOKS

Grossman, Ruth. Working, Playing, Learning, Field Educational Publication, 1970.
Jarolimek. Living As School Friends, MacMillan, 1966.

EVALUATION: Let the children role-play how they have changed since school started.
Let the children role-play events they think will recur in their second year of school.
Let the children tell about the skill they feel they have mastered best.

NOTES:

UNIT VIII: A LOOK AHEAD

LESSON: 9,10 The Big Idea

CONCEPT SEEKING: Cooperation with others is important.

VALUE SEEKING: Children begin to understand that aspects of the future depend on the past.

METHODS OF INTELLIGENCE: Observing people working together to prepare for their future needs.

ACTIVITIES

1. Refer to Social Sciences manual pp. 200-207.

2. Review some of the past lessons in this unit. Make a collage of magazine pictures that the children bring of workers on the past and present.

3. Divide the class into groups and ask the groups to select topics and discuss with their parents probable changes for the future. These group assignments could include: (Example: housing, food supply and preparation, transportation, clothing, environmental control, social behavior and attitudes).

4. Read to the children for review The Magic Friendmaker. Discuss changes that have occurred during the school year and the skills involved in making and keeping friends.

UNIT VIII

SOURCES:

Films--Region XI

MP 1588 What's Right?
MP 277 I'm No Fool Having Fun

LIBRARY BOOKS

Bond. The Magic Friendmaker, Whitman, 1966.
Ciardi, John. You, Read to Me, I'll Read to You, Lippincott, 1962.

EVALUATION: Let the children role-play past events that may recur.
Plan a picnic with the children and discuss the needs for a successful picnic.

NOTES:

ON YOUR OWN

GRADE ONE

CULMINATING ACTIVITIES

ON YOUR OWN

LESSON: 1,2

ACTIVITIES

1. Refer to Social Sciences manual pp. 208-211.

2. Refer to activities in Unit I, Lessons 1 and 2, pp. 6-9.

3. Let the children draw a self-portrait and compare with the self-portrait drawn at the beginning of the year.

4. Invite a high school art student to talk to the class and demonstrate a work of art. (Example: portrait of one of the pupils).

5. Bring a camera and discuss with the children the skills of operating it and the career opportunity of being a cameraman or photographer. The teacher may take snapshots of the children doing various activities.

6. Review the songs taught earlier in the year from This Is Music: "If Your're Happy and You Know It," "Hello Everybody," and "Here Comes Mary."

ON YOUR OWN

LESSON 3, 4, 5

ACTIVITIES

1. Refer to Social Science manual pp. 212-217.

2. Encourage the children to make a map of their favorite room at home or school. Help the children to become aware that some people make their living making maps. The discussion may be extended to maps of cities, states and countries if the children are ready.

3. Review with the children the work skills necessary to be a homemaker. Review the songs, "Helping Mother," and "Fun With Daddy," from Community Records by Bowmar.

4. As a continuation of the discussion of work in the home, let the children learn to set a table for family dining and role-play eating dinner. Help the children become aware that some people make a living providing dinners. (Example: restaurant managers, waitresses, cooks).

5. Let the children draw pictures of community workers. As the children show their pictures, play "What's My Job?" Add community workers not previously mentioned; such as, the music conductor, dance instructor, YMCA coordinator, etc.

ON YOUR OWN

LESSON: 6,7

ACTIVITIES

1. Refer to Social Sciences manual pp. 218-221, and Unit V, lesson 9, p. 121.

2. Help the children write a play about the astronauts on the moon talking back to Mission Control telling about the work they do.

3. Let the children write their own story with a given title such as, "If I Were An Astronaut I...." Let the children illustrate their story, showing the job they would do.

PART THREE GRADE TWO

CAREER EDUCATION

GOALS AND CONCEPTS GRADE TWO

I. GOAL A: To help the pupils develop a positive self-image

1. Individuals have worth.
2. Self-awareness is important.
3. Abilities are different.
4. Interests are different.
5. People have likenesses and differences.
6. Individuals are unique.
7. Getting along with others is important.

II. GOAL B: To help the pupils become aware that many variables affect career choices

1. Interests affect career choices.
2. Hobbies and leisure time affect career choices
3. Attitudes affect career choices.
4. Geographical locations affect career choices.
5. Knowledge affects career choices.
6. Environment affects career choices.

III. GOAL C: To help the pupils become aware that school helps prepare for the future

1. Cooperation with others is important.
2. Basic skills are necessary.

IV. GOAL D: To help the pupils become aware of the world of work

1. Work has dignity.
2. Work is interdependent.
3. All workers produce either goods or services.
4. Work is personally rewarding.
5. Many different skills are needed.

V. GOAL E: To help the pupils become aware that adaptation and respondence to the environment is necessary and affects career choices

1. Adaptation to various climate regions affects the types of jobs available.
2. Social control is necessary for productive living and working.

GRADE II

TO YOU

Introductory Activities

OBJECTIVE

To help pupils develop a positive self-image

TO YOU

CONCEPT: Individuals have worth.

ACTIVITIES

1. Have each child make a list of "Things I Can Do" or "Things I Know How To Do" and write a "Want Ad" to advertise his qualifications for a job in the neighborhood.

2. Have each child make a list of his responsibilities at home. As each child reads his list to the class compare the lists and point out their likenesses and differences.

3. Make a list of self-characteristics. Have each child check those characteristics that apply to him. Discuss likenesses, differences, and the worth of each individual.

4. Have the children collect pictures from magazines of children doing various activities. Use these pictures to make a bulletin board entitled "People Are Alike and Different."

5. Have each child draw a picture of something that he enjoys doing and let him tell the class about his picture.

UNIT I GRADE II

LEARNING FROM OTHERS

CONCEPT

Interaction

UNIT OBJECTIVE

1. To help pupils become aware that many variables affect career choices
2. To help pupils become aware that school helps now and helps prepare for the future

UNIT GENERALIZATION

Our future is formed by the habits and customs learned from our cultures.

UNIT I: LEARNING FROM OTHERS

LESSON 1

CONCEPT SEEKING: Cooperation with others is important.

VALUE SEEKING: Children begin to be aware that human contact involves cooperation.

METHODS OF INTELLIGENCE: Recalling what has been learned and from whom. Predicting stages of learning. Observing and analyzing ways in which parents help infants to learn.

ACTIVITIES

1. Have the children list their responsibilities at home and who taught them these responsibilities.

2. Have a guest speaker come into the classroom and talk informally to the children about the concerns and feelings of a parent. A mother and father might come together to talk with the class if the teacher considers it appropriate and it is possible to arrange.

3. The following photoboards might be used to stimulate group discussion, role-playing, or paragraph writing:
   4. Father reading to son
   18. Mother and daughters making a pie
   40. Girl watching mother care for newborn baby

4. Have the pupils read or listen to stories about the necessity for cooperating and extending courtesy to others. Ask questions to motivate class discussion.

5. Show the film, "Let's Play Fair." Emphasize cooperation and initiate a discussion about the ways in which one cooperates with others.

6. Show the film, "Beginning Responsibility - Being a Good Sport," emphasizing that being a good sport involves cooperation.

7. Let the pupils tell two ways of maintaining good relationships with adults at home.

UNIT I

SOURCES:

Films--Region XI

MP 1580 Responsibility - Being A Good Sport
MP 816 Let's Play Fair

Others--School Library

Photoboards 4, 18 and 40

LIBRARY BOOKS

King, Frederick M. Communities and Social Needs, Laidlaw, 1968.
King, Frederick M. Families and Social Needs, Laidlaw, 1968.

EVALUATION: Have the children write three ways in which they can cooperate with friends and why cooperation is important.

NOTES:

UNIT I: LEARNING FROM OTHERS

LESSON 2

CONCEPT SEEKING: Geographical locations affect career choices.

VALUE SEEKING: Children begin to learn that there is more than one way to do the same thing.

METHODS OF INTELLIGENCE: Analyzing the different habits of people in other countries. Inferring human similarities and differences.

ACTIVITIES

1. After much discussion from the Social Sciences book about the different jobs around the world, have the children prepare a mural entitled, "Jobs Around the World," preferably jobs that are interrelated in some way. Pictures may be collected from old magazines.

2. Ask the children to tell where their parents or their grandparents came from. If a world map is available find the place on the map. Point out that people came to our country from all over the world. The children can begin to understand that Americans represent many different nationalities and kinds of employment.

3. Have the children name the things they need each day; such as, food, clothing, water and tell at least one job responsible for producing each of these needs.

4. Discuss with the children common health habits; such as, brushing teeth, taking a bath, etc., and decide which jobs help make these health habits easier.

UNIT I

SOURCES:

Films--Region XI

MP 123 Eat for Health
MP 329 Your Sleep and Rest

LIBRARY BOOKS

Hage. How Schools Help Us, Benefic.
Hanna and Hoy. At School, Scott Foresman.
Leaf, Munro. Reading Can Be Fun, Lippincott.

EVALUATION: Have the children name three habits that would be common to the people of all countries.

NOTES:

UNIT I: LEARNING FROM OTHERS

LESSON 3

CONCEPT SEEKING: Basic skills are necessary for many occupations.

VALUE SEEKING: Children will recognize that learning basic school skills - reading, writing, spelling, computation and communication - are necessary for all types of jobs.

METHODS OF INTELLIGENCE: Identifying the basic school skills. Recognizing that people learn from each other.

ACTIVITIES

1. Discuss with the pupils how these basic school skills are necessary for all types of jobs:
   Ability to recognize sounds
   Ability to spell, read and write well
   Ability to write sentences and paragraphs correctly

2. Let each pupil select any worker from "Community Workers Picture File," and tell how any four basic school skills help this worker on his job. Ask them to write a short paragraph to explain their ideas.

3. Conduct a class discussion about how skills are necessary regardless of the type of work one chooses.

4. Have each child pantomime or role-play some skill he has learned within the past year that helps him to do a more effective job.

5. Let children discuss "Do children in different countries learn the same basic skills as children in the United States?"

UNIT I

SOURCES:

Films--Region XI

MP 394 *Introducing* Sets Numbers and Numerals
MP 637 Spelling is Easy
MP 387 Reading Signs is Fun

Others--School Library

. . . Photoboards 18

LIBRARY BOOKS

Williams, Barbara. I Know a Bank Teller, Putnam, 1968
Williams, Barbara. I Know a Mayor, Putnam, 1968.
Williams, Barbara. I Know a Policeman, Putnam, 1968.
Stanck, Muriel. How We Use Maps and Globes, Benefic, 1968.

EVALUATION: Have each child write two sentences about two basic skills he thinks he has learned well at school. He should state who has taught him these skills. Have him state how these skills will help him in the future.

NOTES:

UNIT I: LEARNING FROM OTHERS

LESSON 4, 5

CONCEPT SEEKING: Cooperation with others is important.

VALUE SEEKING: Children begin to learn that good habits and cooperation make life easier for everyone around them.

METHODS OF INTELLIGENCE: Comparing and observing different habits.

ACTIVITIES

1. Discuss how good classroom habits can make it a better place to be. Talk about the children's role in making it a better classroom, and how cooperation with others is important.

2. Divide the class into two groups and let one group role-play a classroom with bad habits. Through discussion with the children decide why you would not want to be a part of the classroom with bad habits.

3. Discuss with the children their job now, which is coming to school each day, and how cooperation with others can make it a more pleasant job.

4. Let the children collect pictures from magazines or draw pictures depicting people cooperating with others; such as, stopping at red lights, picking up trash, etc.

5. Collect pictures of job families. (Example: hospital workers, factory workers, communication workers, school workers, grocery store workers, etc.).

UNIT I

SOURCES:

Films--Region XI

MP	1134	The Golden Rule
MP	279	The Litterbug
MP	996	Playing Together
MP	918	Appreciating Our Parents

Others--School Library

Photoboards 32 and 30

LIBRARY BOOKS

King, Frederick M. Communities and Social Needs, Laidlaw, 1968.

King, Frederick M. Families and Social Needs, Laidlaw, 1968.

Radlauer, Edward. What Is a Community?, Elk Grove, 1967.

EVALUATION: Show the film "The Golden Rule," and discuss how rules are an important part of life.

NOTES:

UNIT I: LEARNING FROM OTHERS

LESSON 6, 7

CONCEPT SEEKING: Basic skills are necessary.

VALUE SEEKING: Children begin to recognize that certain skills are important to particular careers.

METHODS OF INTELLIGENCE: Inferring that parents teach their children. Comparing and contrasting different skills that are important in career choices.

ACTIVITIES

1. Have the children discuss the activities they do with their parents and what skills they have learned from them in doing these activities.

2. Have each child draw a picture of some fun activity he has learned from his parents.

3. Discuss with the children what careers could be chosen from the fun activities they have learned from their parents.

4. Use "Alternative Experiences for a Variety of Interests," p. 27 of the Social Sciences book.

5. Through a group discussion, compare what the children in another country have learned from their parents with what the children in the United States have learned from their parents.

UNIT I

SOURCES:

Films--Region XI

MP 1093 The Meaning of Plus and Minus
MP 409 Science for Beginners

Others--School Library

Photoboard 11

LIBRARY BOOKS

King, Frederick M. Communities and Social Needs, Laidlaw, 1968.
King, Frederick M. Families and Social Needs, Laidlaw, 1968.
Radlauer, Edward. What Is a Community?, Elk Grove, 1967.

EVALUATION: Have each child write a paragraph about what his life would be like if he had not learned the skills he knows now.

NOTES:

UNIT I: LEARNING FROM OTHERS

LESSON 1, 2, 3, 4, 5, 6 The Big Idea

CONCEPT SEEKING: Basic skills are necessary.

VALUE SEEKING: Children continue to understand that the family group teaches the child the social behavior of his culture which is basic to productive careers.

METHODS OF INTELLIGENCE: Realizing that children learn skills from their parents.

ACTIVITIES

1. Divide the class into two or three groups. Assign one group to role-play a family in Mexico, another group to role-play a family in Japan, and another to role-play a family in the United States. Let them compare the similar experiences that they might share, and let them decide in which country they would prefer to live.

2. Make a list of the different jobs found in other countries; such as, Mexico, Japan, the United States, etc. Have the children decide which jobs would be learned directly from their parents and which ones would not.

UNIT II GRADE II

LEARNING HOW TO ACT

CONCEPT

Social Control

UNIT OBJECTIVE

1. To help pupils become aware that adaptation to environment is necessary
2. To help people become aware of the world of work in our country

UNIT GENERALIZATION

Social control is necessary for productive living and work.

UNIT II: LEARNING HOW TO ACT

LESSON: 1,2

CONCEPT SEEKING: Social control is necessary for productive living and work.

VALUE SEEKING: Children begin to understand that rules are necessary for living and working.

METHODS OF INTELLIGENCE: Analyzing behavior patterns in groups. Inferring that behavior governs working and living.

ACTIVITIES

1. Have the children make a list of rules that should govern a classroom to make it a better place.

2. Conduct a class discussion about rules for day workers and night workers. Stress the differences and likenesses of the rules for both.

3. Let the children make a list of the jobs that take place during both the day and the night.

4. Use the transparencies of the doctor, policeman, fireman, etc., and discuss the hours that these people work, and why it is necessary for them to work both day and night. Stress the services that each of these workers perform.

5. Let each child tell one or two rules that he must follow at home. Let him tell what it would be like if he were not to follow these rules.

UNIT II

SOURCES:

Films--Region XI

MP 1179 Manners In School
MP 186 Holiday From Rules
MP 376 Beginning Responsibility at School

Filmstrips--School Library

Circle of Feelings, with record

Others--School Library

Photoboard 10

LIBRARY BOOKS

Williams. I Know A Policeman, Putnam, 1967.
Erdoes. Policeman Around The World, McGraw-Hill, 1967.

EVALUATION: Have each child bring from home a picture of a worker who is available for work both day and night. Have the child report to the class the name of the worker and the service he performs.

NOTES:

UNIT II: LEARNING HOW TO ACT

LESSON: 3,4

CONCEPT SEEKING: Social control is necessary for productive living and work.

VALUE SEEKING: Children begin to be aware of the differences in rules and customs.

METHODS OF INTELLIGENCE: Comparing rules and customs. Inferring that some rules represent customs.

ACTIVITIES

1. Conduct a class discussion about the words "Customs" and "Rules" and let the children decide what determines a custom and what determines a rule.

2. Discuss courtesy and how our customs govern the way people act.

3. Have the children collect pictures of rodeo scenes and discuss which jobs are rules and which jobs have become customs.

4. Let the children make a mural from drawings or magazine pictures of American customs; such as, baseball, hot dogs, baby sitters.

5. Take one custom of playing baseball and discuss the jobs available because of this custom. Other customs also could be used.

6. In using the "Alternative Experiences for Variety of Interests," number 2. Have the nurse explain to the children the aspect of her job as well as health services.

UNIT II

SOURCES:

Films--Region XI

MP 70287 American Cowboy
MP 1580 Beginning Responsibility-
Lunchroom Manners

Others--School Library

Photoboard 24

LIBRARY BOOKS

Williams, Barbara. I Know a Mayor, Putnam, 1967.
King, Frederick M. Families and Social Needs,
Laidlaw, 1968.

EVALUATION: Let the children role-play a fireman who uses rules of courtesy and another fireman who does not think of others. Let the class decide which fireman with whom they would rather work.

NOTES:

UNIT II: LEARNING HOW TO ACT

LESSON: 5,6

CONCEPT SEEKING: Social control is necessary for productive living and work.

VALUE SEEKING: Children begin to be aware that rules make work run smoothly.

METHODS OF INTELLIGENCE: Observing jobs involving rules that are laws. Inferring that rules are to be obeyed.

ACTIVITIES

1. Discuss the jobs which involve rules that are laws; such as, policeman, game warden, lake patrolman, truant officer, garbage collector and stress the services that each of these workers perform.

2. Discuss what happens on jobs when workers do not obey the rules.

3. Discuss playground rules and what happens when these rules are not followed.

4. Discuss rules that are necessary for good health and the jobs that are available because of these rules. (Example: dentist, doctor, nurse, public health worker). Stress the services that each of these workers perform.

UNIT II

SOURCES:

Films--Region XI

MP 822 The Common Colds
MP 915 We Play and Share Together
MP 30 Physical Fitness and Good Health

Filmstrips--School Library

Hospital Workers

Others--School Library

Photoboards 37,40

LIBRARY BOOKS

Greene. I Want To Be A Nurse, Children's Press.
Ericson. About Glasses For Gladys, Milmont.
Bendick. Have a Happy Measles, McGraw-Hill, 1968.

EVALUATION: Have each child draw a picture of someone who makes rules for him. He can discuss what rules are made. (Example: A drawing of a policeman, a teacher, etc.).

NOTES:

UNIT II: LEARNING HOW TO ACT

LESSON: 7

CONCEPT SEEKING: Social control is necessary for productive living and work.

VALUE SEEKING: Children begin to realize that customs and jobs vary in different cultures.

METHODS OF INTELLIGNECE: Comparing and contrasting the different jobs in different cultures.

ACTIVITIES

1. Discuss the differences in the customs of a person living in the United States and the customs of a person living in Mexico.
2. Discuss the differences in the types of jobs in the United States and types of jobs in Mexico because of these customs.
3. Let the children locate Mexico on the map and ask them to bring something from home representative of this country; such as, pottery, jewelry, or clothing. Discuss the jobs involved in making these artifacts.
4. Have the children make something from clay representing the handicrafts of Mexico.
5. Invite a Mexican American to discuss with children customs and occupations in Mexico.

UNIT II

SOURCES:

Films--Region XI

MP 70151 Mexican Boy-Story of Pablo
MP 595 Mexican Children
MP 862 Clay Animals
MP 863 Clay Bowls

LIBRARY BOOKS

King. Communities and their Needs, Laidlaw, 1968.
Jackson. Homes Around The World, Silver Burdett, 1965.

EVALUATION: Have the children draw pictures of some one doing his job in Mexico.

NOTES:

UNIT II: LEARNING HOW TO ACT

LESSON: 8

CONCEPT SEEKING: Social control is necessary for productive living and work.

VALUE SEEKING: Children realize the importance of safety rules.

METHODS OF INTELLIGENCE: Observing various jobs involving safety rules. Inferring the importance of these rules.

ACTIVITIES

1. Conduct a class discussion about the various rules and laws involved in different jobs and stress the safety rules and why everyone must follow these rules or laws.
2. Choose one job; such as, a street cleaner, and make a list of safety rules that are necessary for this job.
3. Let the children find pictures in magazines of the different jobs where definite safety factors are involved and discuss the safety rules of each job. "Workers in our Neighborhood," can be used if magazine pictures are not available.
4. Have the children catagorize the pictures under the headings "Workers who produce goods" and "Workers who perform services."
5. Contact the telephone company and ask them to send out different workers who will explain their job in the company.

UNIT II

SOURCES:

Films--Region XI

MP	70255	In Case of Fire-Fire Drills and Fire Safety
MP	50041	On Guard For Safety
MP	1401	Your Voice and The Telephone
MP	140	I'm No Fool as a Pedestrian

Others--School Library

Workers In Our Neighborhood Kit

Filmstrips--School Library

Telephone Workers

LIBRARY BOOKS

Leaf. Safety Can Be Fun, Lippincott, 1943.
Miner. True Book of Policemen and Firemen, Children's Press.
MacGregor. Tommy and The Telephone, Whitman.
Knight. Let's Find Out About Telephones, Watts, 1967.

EVALUATION: Have each child choose a job and list five safety rules that pertain to this particular job.
Example:
Job: Telephone Repairman
Safety Rules:
1. He must buckle his belt around the pole.
2. He must wear special shoes.
3. He must check his equipment before going on the job.
4. He must be careful of the electric wires.
5. He must wear a hard hat.

NOTES:

UNIT II: LEARNING HOW TO ACT

LESSON: 9 — The Big Idea

CONCEPT SEEKING: Social control is necessary for productive living and work.

VALUE SEEKING: Children further understanding that jobs have rules that must be followed.

METHODS OF INTELLIGENCE: Analyzing job situations governed by rules. Inferring that rules are for our protection.

ACTIVITIES

1. Discuss with the children why fire drills in various jobs and situations are necessary for people's safety.

2. Have the children choose a worker and role-play this worker, pretending there are no rules or laws to follow in this job. Stress the importance of having rules and why it is necessary to have these rules.

3. Use the project suggested in the manual, page 53, of the Social Sciences book.

UNIT III GRADE II

LEARNING TO ACT TOGETHER

CONCEPT

Group Behavior

UNIT OBJECTIVE

1. To help pupils develop a positive self-image
2. To help pupils to become aware of the world of work

UNIT GENERALIZATION

A positive self-image is necessary for effective group interaction.

UNIT III: LEARNING TO ACT TOGETHER

LESSON: 1

CONCEPT SEEKING: People have likenesses.

VALUE SEEKING: Children begin to perceive that people are alike in some ways.

METHODS OF INTELLIGENCE: Observing individuals in different group situations. Analyzing individuals' likenesses and why they belong to these groups.

ACTIVITIES

1. Using a baseball team as an example, discuss with the children the common characteristics and interests of each individual player.

2. Using the cafeteria workers as a job situation, discuss with the children the common interests of the people involved.

3. Divide the class into groups of four or five and let them choose a group of workers to find information about the common interests of each group. The information obtained can be reported to other class members.

4. Have the children make a mural showing activities of a particular group such as policemen and their different jobs.

UNIT III

SOURCES:

Films--Region XI

MP 379 Kindness to Others

Filmstrips--School Library

Sometimes I Wonder, Part I - Use accompaning record
Self-Development Stage 1 Series

Others--Poster Cards

Community Workers
Cafeteria Worker

LIBRARY BOOKS

Buckley. Friends at School, Holt, 1966.
Bond. The Magic Friend Maker, Whitman, 1966.

EVALUATION: Have each child choose a group of workers and list three things the workers have in common.

NOTES:

UNIT III: LEARNING TO ACT TOGETHER

LESSON: 2

CONCEPT SEEKING: Getting along with others is important.

VALUE SEEKING: Children begin to be aware that cooperation is necessary for good group behavior.

METHODS OF INTELLIGENCE: Analyzing group situations. Inferring that groups are necessary for work.

ACTIVITIES

1. The following open-end sentences can be used for class discussion, or as topics for drawing or for writing sentences:

   a. When I am in a group I
   b. One thing I like (or don't like) to do in a group
   c. Some things that must be (or can't be) done in a group
   d. If I wanted to be in a group, I would

2. Have the children discuss and then list on the board reasons why they would rather work together than alone.

3. Let the children role-play a man trying to build a house alone and several men working together to build a house. Through class discussion decide which situation would be better and why.

UNIT III

SOURCES:

Films--Region XI

MP 952 Building a House
MP 416 The Busy Airport

Others--School Library

Photobards 19,20,28, and 38 from Focus on Self-Development

LIBRARY BOOKS

Jarolimek. Living As School Friends, MacMillan, 1966.
Jackson, Kathryn. Homes Around the World, Silver Burdett, 1965.
King, Frederick M. Communities and Social Needs, Burdett, 1968.
McGinley, Phyllis. All Around the Town, Lippincott, 1948.
Muker, Alice M. How Hospitals Help Us.

EVALUATION: Show one of the above listed films to stress the importance of a group working together. Have each child choose three workers at an airport or building construction site and write a paragraph telling how all three have to cooperate to do a successful job.

NOTES:

UNIT III: LEARNING TO ACT TOGETHER

LESSON: 3,4,5,6

CONCEPT SEEKING: Abilities and interests are different.

VALUE SEEKING: Children will begin to be aware of people's interests and abilities.

METHODS OF INTELLIGENCE: Observing people's interests and abilities. Investigating job situations.

ACTIVITIES

1. Take the children to Mrs. Baird's Bakery and observe the many different jobs that are involved. After the trip, lead the children in a discussion of the different interests and abilities that likely led the workers to the different jobs at the bakery.

2. Let the children act out through role-play a story about a group of children who were unable to make a mural because they were unable to cooperate.

3. Categorize a collection of magazine pictures and have the children list their common interests and abilities of the people pictured.

UNIT III

SOURCES:

Films--Region XI

MP	5002	A Letter to Grandmother (2nd edition)
MP	565	The Fireman
MP	681	The Mailman
MP	356	Our Post Office (2nd edition)

LIBRARY BOOKS

Greene. I Want To Be a Pilot, Children's Press, 1957.
Greene. I Want To Be a Zoo Keeper, Children's Press, 1957.
Greene. I Want To Be a Nurse, Children's Press.
Williams, Barbara. I Know a Bank Teller, Putnam, 1968.
Williams, Barbara. I Know a Mayor, Putnam, 1968.
Pope, Billy. Let's Visit a Bakery, Taylor Publishing, 1971.

EVALUATION: Have each child list three of his interests and name a job in which these interests could be used later.

NOTES:

UNIT III: LEARNING TO ACT TOGETHER

LESSON 7

CONCEPT SEEKING: All work is interdependent.

VALUE SEEKING: Children will become aware that all work is interdependent.

METHODS OF INTELLIGENCE: Observing job groups. Analyzing their interdependency.

ACTIVITIES

1. Ask the children to name some jobs that require two or more people. Discuss with the class how the work can be made easier if more than one worker is doing this job.

2. Using a flannel board, place a car on the board and have a child place a picture of a worker that relates to production or care of this car. The car should be surrounded by many workers when the activity is finished.

3. Use the Alternative Experience, number 3 on p. 73 of the Social Sciences book.

UNIT III

SOURCES:

Films--Region XI

MP	51254	The Food Store
MP	417	Helpers at Our School
MP	806	The Fireman
MP	1136	George's New Suit - Where Clothing Comes From

LIBRARY BOOKS

Pitt, Valerie. Let's Find Out About The City, Franklin Watts, 1968.
Muker, Alice M. How Hospitals Help Us, Benefic, 1962.
Williams. I Know A Mayor, Putnam, 1967.
Greene. I Want To Be a Nurse, Children's Press.
Pope, Billy. Let's Visit a Clothing Factory, Taylor Publishing, 1971.

EVALUATION: Have the children write three sentences about three different workers and how their jobs depend on each other.

Example:

custodian or	doctor
principal	nurse
teacher	x-ray technician

NOTES:

UNIT III: LEARNING TO ACT TOGETHER

LESSON 8, 9, 10

CONCEPT SEEKING: All workers produce goods or perform services.

VALUE SEEKING: Children understand that most people need other people to help them perform their jobs.

METHODS OF INTELLIGENCE: Observing various jobs. Inferring various roles of workers.

ACTIVITIES

1. Using the kit, "Workers in the Neighborhood," have each child select a card and let him tell the class what he already knows about each worker.

2. Invite several community workers to come to your class to inform the children about their careers. (The workers may also be parents).

3. Have the children make a drawing of specific workers, and have the class guess what each worker does.

4. Call the Fire Prevention Bureau and arrange for a speaker to talk to the class about the training and work of the individual fireman to increase the pupils' appreciation of these men.

5. Discuss with the children the role of community workers and how cooperation between the groups is necessary for society to function smoothly and successfully.

6. Use the Alternative Experiences, numbers 1, 2, 3 and 4 in the Social Sciences book.

UNIT III

SOURCES:

Films--Region XI

MP	51249	The Policeman (3rd edition)
MP	806	The Fireman
MP	357	City Bus Driver
MP	1114	Steam Locomotive
MP	51257	Trucks That Serve Our City
MP	50050	Patty Learns to Stop, Look, and Listen

Others--School Library

Kit - Neighborhood Workers

LIBRARY BOOKS

Byrd, Oliver. Health 2, Laidlaw, 1966.

Erdoes, Richard. Policemen Around the World, McGraw-Hill, 1967.

Hader, Berta and Elmer. Big City, MacMillan, 1967.

Jackson, Kathryn. Homes Around the World, Silver Burdett, 1965.

King, Frederick M. Communities and Social Needs, Laidlaw, 1968.

McGinley, Phyllis. All Around The Town, Lippincott, 1948.

Pease, Josephine. This Is the World, Hale, 1948.

Radlauer, Edward. What Is a Community?, Elk Grove, 1967.

Williams, B. I Know a Policeman, Putnam, 1967.

EVALUATION: Have each child choose a community worker and tell why his role is necessary to society.

NOTES:

UNIT III: LEARNING TO ACT TOGETHER

LESSON: 11 The Big Idea

CONCEPT SEEKING: Getting along with others is important.

VALUE SEEKING: Children continue to be aware of the importance of working together.

METHODS OF INTELLIGENCE: Observing various groups of workers. Analyzing their activities.

ACTIVITIES

1. Ask each child to draw a picture of himself engaging in a group activity. Allow him to write one or two descriptive sentences about the activity picture.

2. Ask the entire class to role-play a group of transportation workers. Have each child decide which worker he would like to role-play. Stress the importance of cooperation and working together. Ask what would happen if someone did not do his job. Discuss the importance of being on time to work, and of not being absent.

3. Discuss the importance of each child and his role as a member of the classroom. Stress class cooperation and working together.

GRADE II

BEFORE YOU GO ON

Evaluating Activities

OBJECTIVE:

To help pupils develop a positive self-image

BEFORE YOU GO ON

CONCEPT: Self-awareness is important.

ACTIVITIES

1. Have each child cut out pictures representing his family members from old catalogues and paste them at the top of a sheet of paper. Below the pictures have the child write a short story about a family activity.

2. Make a list together with the children of the different occupations of their parents. Discuss likenesses and differences of the occupation.

3. Have each child write a short paragraph about the special jobs that families must do during holiday time, such as: trimming a Christmas tree, baking a turkey and planning a Fourth of July picnic.

UNIT IV GRADE II

FAMILIES IN MANY PLACES

CONCEPT

Environment

UNIT OBJECTIVE

To help pupils become aware that many variables affect career choices

UNIT GENERALIZATION

A career is affected by knowledge and geography.

UNIT IV: FAMILIES IN MANY PLACES

LESSON 1

CONCEPT SEEKING:	Geographical locations affect career choices.
VALUE SEEKING:	Children begin to be aware that the study of the universe is the source of many jobs.
METHODS OF INTELLIGENCE:	Observing jobs that are available in other countries. Analyzing jobs in relation to the universe.

ACTIVITIES

1. Discuss with the children life in Sweden, in Switzerland, on the moon, in Chile, or on the sun; and talk about the jobs available in each of these places.

2. Let the children make a list of the jobs related to the study of the universe; such as, a geologist, an astronomer, a scientist, etc.

3. Let the children make a collage of an astronaut and all the equipment he needs to make a flight.

UNIT IV

SOURCES:

Films--Region XI

MP	50576	Space Flight Around the Earth
MP	1201	What is Space?
MP	50415	Earth and the Sun
MP	50541	Tiny Astronaut

Others--School Library

	Instructo Posters
	Community Friends
	Astronaut
	Instructo Puppet Playmates
1104	Space Explorers

LIBRARY BOOKS

Hausman. Big Book of Stars, Gossett and Dunlap.
Jackson. Homes Around the World, Silver Burdett, 1965.
Lewellen. True Book of Moon, Sun and Stars, Children's Press.
Podendorf. True Book of Space, Children's Press.
Greene. I Want to be a Space Pilot, Children's Press.

EVALUATION: Let the children role-play a trip to the moon. Stress all the jobs that are necessary to make the flight successful.

NOTES:

UNIT IV: FAMILIES IN MANY PLACES

LESSON 2

CONCEPT SEEKING : Knowledge affects career choices.

VALUE SEEKING : Children begin to understand the advantages in choosing careers, learning from the past and of using precise directions.

METHODS OF INTELLIGENCE : Observing jobs that relate to globes and maps. Analyzing these jobs.

ACTIVITIES

1. Make a globe using paper mache'. Assign different groups to do different jobs. Stress the importance of what map makers must know and how the knowledge of directions is needed.

2. Have the children make a flat salt map. Stress the different skills needed for flat map making and globe making.

3. Let the children play the game "The Wind Blows" to stress directions. The teacher will say, for example, that the wind blows from the north, south, etc., and the children must face the direction the teacher calls out.

4. Let the children make a list of the jobs that would require a knowledge of directions.

UNIT IV

SOURCES:

Films--Region XI

MP 51280 Finding Directions with a Map
MP 50171 Maps and their Meaning
MP 50196 Coastal Symbols and Terms

LIBRARY BOOKS

Stanck. How We Use Maps and Globes, Benefic Press.
Darby. What Is the Earth?, Benefic Press.
King. Communities and Social Needs, Laidlaw.
Radlauer. What Is a Community?, Elk Grove, 1967.

EVALUATION: Have each child list two jobs that require the knowledge of directions.

NOTES:

UNIT IV: FAMILIES IN MANY PLACES

LESSON 3, 4

CONCEPT SEEKING: Geographical locations affect career choices.

VALUE SEEKING: Children begin to be aware that jobs around the world have differences and similarities.

METHODS OF INTELLIGENCE: Observing various jobs around the globe. Comparing different jobs in different countries.

ACTIVITIES

1. Have the children make a list of the jobs that would be the same in the countries of Japan, Ghana, India, Greece and the United States.

2. Discuss with the class how the jobs listed in Activity #1 would be different as they were performed in these other countries.

3. Have the children make a flag from each of the countries listed in Activity #1. Stress the different jobs involved in making flags.

4. Discuss with the children the jobs available in states that are located around the water; such as Hawaii, and jobs available in inland states; such as, Kansas.

UNIT IV

SOURCES:

Films--Region XI

MP 70151 Mexican Boy-Story of Pablo
MP 50322 Canada-Geography of America

LIBRARY BOOKS

Provus. How We Travel on Land, Benefic, 1962.
Provus. How We Travel on Water, Benefic, 1962.
Gates. True Book of Conservation, Children's Press, 1959.
Pope-Emmons. Let's Visit Mexico City, Taylor, 1971.

EVALUATION: Have each child list three countries and name six jobs that would be the same in each country.

NOTES:

UNIT IV: FAMILIES IN MANY PLACES

LESSON 5, 6

CONCEPT SEEKING: Knowledge affects career choices.

VALUE SEEKING: Children begin to be aware of their use of the earth.

METHODS OF INTELLIGENCE: Observing jobs in various locations. Inferring the jobs of children.

ACTIVITIES

1. Use the Alternative Experience #3, p. 103, of the Social Sciences. Stress the jobs involved in being a truck driver, navy admiral, airplane pilot and a family planning a picnic.

2. Let the children play the game "Where Do I Live and What Do I Do?" Divide the class into two teams. Each player chooses a country and a job to pantomime. He gives clues about where he lives and pantomimes the job he does. The other team guesses what country he is from and what job he does. If the team guesses correctly it becomes their turn.

3. Show a picture of a large ship and as many crew members as possible. Discuss with the children the job of each crew member and how he can perform his job to keep our waters cleaner.

4. Let the class make a list of the jobs children can do to keep our earth cleaner.

5. Have each child list three jobs he does that helps to keep our earth clean and beautiful.

UNIT IV

SOURCES:

Films--Region XI

MP 121 Your Friend the Water-Clean or Dirty
MP 122 Your Friend the Soil-Keep It or Lose It
MP 51121 Let's Keep America Beautiful

Others--School Library

Workers In Our Neighborhood Kit
Truck Driver
Instructo-Pupper Playmates
1103 Community Helpers

LIBRARY BOOKS

King. Communities and Social Needs, Laidlaw, 1968.
Greene. I Want to Be a Roadbuilder, Children's Press.
Greene. I Want to Be a Pilot, Children's Press.
Miner. True Book of Policemen and Firemen, Children's Press.
Greene. I Want to be a Truck Driver, Children's Press.
Greene. I Want to be a Train Engineer, Children's Press.

EVALUATION: Use the film MP 121, "Your Friend the Water-Clean or Dirty." Discuss with the children the film. Have the children draw a picture, write rules or write a paragraph showing ways water can be conserved.

NOTES:

UNIT IV: FAMILIES IN MANY PLACES

LESSON 7 The Big Idea

CONCEPT SEEKING: Geographical locations affect career choices.

VALUE SEEKING: Children continue to be aware that families in different countries have job similarities and differences.

METHODS OF INTELLIGENCE: Inferring that some occupations are affected by geographical locations.

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1. Discuss with the children the resources used in the different countries and the jobs related to these resources and stress how each worker can perform his job in such a way that he helps preserve our earth.

2. List on the chalkboard with the children jobs found in very hot countries, very cold countries, rainy countries and dry countries. Let the children find these countries on a map or globe.

3. Pass out mimeographed sheets titled "Jobs" with three columns headed "Jobs That Relate to Maps," "Jobs That Relate to Knowing Directions," and "Jobs That Relate to Weather." Children should list three jobs in each column.

Example:

JOBS

Jobs that relate to maps	Jobs that relate to weather	Jobs that relate to knowing directions
1. map makers	1. snow plower	1. bus driver
2. air traffic controller	2. air conditioner installer	2. airplane pilot
3. weather forecaster	3. heating unit installer	3. milkman

UNIT V GRADE II

FAMILIES IN DIFFERENT ENVIRONMENTS

CONCEPT

1. Adaptation to Environment
2. Group Behavior

UNIT OBJECTIVE

1. To help pupils develop a positive self-image
2. To help pupils become aware that many variables affect career choices

UNIT GENERALIZATION

Career choices may be affected by the way one feels about himself.

UNIT V: FAMILIES IN DIFFERENT ENVIRONMENTS

LESSON 1

CONCEPT SEEKING: People have likenesses.

VALUE SEEKING: Children will begin to be aware that people are alike in many ways.

METHODS OF INTELLIGENCE: Collecting data on physical appearance. Comparing the characteristics of parents and children.

ACTIVITIES

1. Distinctions between people--the teacher and pupils might collect pictures of children from magazines and newspapers and make a collage of faces for a bulletin board display. The wide variety of faces pictured will provide an opportunity for the teacher to lead into a discussion of similarities and differences between people.

2. Pass out a ditto sheet showing a set of identical twins. Discuss with the children their physical appearances indicating all likenesses and differences. Have the children decide how they think each twin would act. Ask them if people are alike in all ways just because they look alike.

3. Have each child list three ways in which they are like their mother or three ways in which they are like their father.

4. Pupil photos--if enough pupils have photographs of themselves as babies, they might bring them to school and the class might try to guess the identity of the person in each picture (to reinforce the fact that everyone has distinctive features or unique characteristics).

5. See Alternative Experiences for a Variety of Interests in the Social Sciences book, p. 115.

6. Show the film, "Allen Is My Brother," to stress family relationships.

7. Show the film, "People Are Different and Alike." Point out that it is easy to see differences in people, but people are more alike than they are different.

UNIT V

SOURCES:

Films--Region XI

MP 219 Allen Is my Brother
MP 398 Animals Are Different and Alike
MP 422 People Are Different and Alike

Filmstrips--School Library

I Wonder, SRA Self-Awareness Kit,
Stage One: Awareness

LIBRARY BOOKS

Lenski, Lois. At Our House, Walck, Inc., 1959.
Gelb, Donald L. What Will I be From A to Z, National Dairy Council, Chicago, Illinois, 1969.
Heyward, DeBose. The Country Bunny and the Little Gold Shoes, Houghton Mifflin, New York, 1959.

EVALUATION: The following open-end sentences may be used for group discussion or as topics for drawings:

1. One thing I can tell you about myself is....
2. If I could look just the way I wanted to I would....
3. I look like....
4. One way I am like everyone else is....
5. One way I am different from everyone else is....

NOTES:

UNIT V: FAMILIES IN DIFFERENT ENVIRONMENTS

LESSON 2

CONCEPT SEEKING: People are different.

VALUE SEEKING: Children will begin to be aware that people have differences.

METHODS OF INTELLIGENCE: Comparing and analyzing children and the people around them. Inferring basic similarities and differences.

ACTIVITIES

1. Use the Alternative Experiences on p. 117 of the Social Sciences book.
2. Discuss the difficulties that would occur if everyone looked alike and had the same kind of job. Have them consider whether they would like to live in a place where everyone looked and acted alike.
3. Ask the children how families differ. From the responses the teacher can show that families differ in many respects; such as, size, age, location of home, occupation, taste, etc.
4. Have each child draw and color a picture of his family. Discuss with each child the physical characteristics of each member and have him tell you which members most closely resemble each other and why.
5. Have each child role-play another member of the class. The other children will guess who the child is.
6. Have the children name different workers in the school. Discuss with the children the job of each worker and point out differences and likenesses in each job.
7. Show the filmstrip, "Circle of Feelings," to develop the child's awareness of his feelings and what factors precipitate them, the variety of feelings that he has, and their similarity to the feelings of other people.

UNIT V

SOURCES:

Films--Region XI

MP 70185 The White Teddy Bear

Filmstrips--School Library

Circle of Feelings, SRA Self-Development Kit
Stage One: Awareness

LIBRARY BOOKS

Gay, Zhenya. I'm Tired of Lions, Children's Press, 1949.

DeWitt, Johanna. The Littlest Reindeer, Children's Press, 1946.

EVALUATION: The following open-end sentences may be used for group discussion or for writing brief paragraphs:

1. Most of the time I feel....
2. I am happy when....
3. I am sad when....
4. I am afraid when....
5. Feelings are....

NOTES:

UNIT V: FAMILIES IN DIFFERENT ENVIRONMENTS

LESSON 3, 4, 5, 6, 7, 8

CONCEPT SEEKING: Geographical locations affect career choices.

VALUE SEEKING: Children will begin to be aware that many jobs are chosen because of one's environment and geographical location.

METHODS OF INTELLIGENCE: Collecting data on the different jobs of different environments. Analyzing their own environment in relation to career choices.

ACTIVITIES

1. Have children cut out pictures from magazines of people doing work in three or four different kinds of environments. Have them explain how the environments are alike and how they are different.

2. Have each child write some sentences describing how they would like living in an environment other than their own.

3. Have the children pick out a country on the globe completely different from their own. Talk about the jobs of parents in each country. Have them decide why each country would have different type jobs.

4. Have the children pick out two countries on a world map. Using the overhead projector, list all the things the children tell about how the people live. Stress such things as food, clothing, shelter, types of jobs, etc.

5. Ask each child to tell the class what type of job his mother or father has, and would they be able to have this same type of job if they were to live in another environment.

6. Read Homes Around the World and discuss the different types of jobs involved in making these homes.

UNIT V

SOURCES:

Films--Region XI

MP 593 Eskimo Children
MP 594 Navajo Children

LIBRARY BOOKS

Jackson. Homes Around the World, Silver Burdett, 1965.
Peace. This is the World, Rand McNally, 1967.
Pitt, Valerie. Let's Find Out About the City, Franklin Watts, 1969.
McGinley, Phyllis. All Around the Town, Lippincott, 1948.

EVALUATION: Children will draw a picture of three workers who are needed only in special areas or under certain conditions.

NOTES:

UNIT V: FAMILIES IN DIFFERENT ENVIRONMENTS

LESSON 8

CONCEPT SEEKING: Hobbies and leisure time affect career choices.

VALUE SEEKING: Children will become aware that their hobbies and leisure time activities may be a factor in choosing a career.

METHODS OF INTELLIGENCE: Collecting data on different hobbies and use of leisure time. Comparing the hobbies. Inferring their possibilities for a career choice.

ACTIVITIES

1. Have each child draw a picture of himself showing his hobby or leisure time activity. Let each child explain his picture to the clas and discuss what job possibilities could develop from this hobby.

2. Lead a discussion about hobbies and other after school activities. Let the pupils plan a school exhibit of their hobby collections. Ask the pupils to tell of any occupations related to their hobbies. Point out that some hobbies lead to possible jobs and that leisure time activities can also be a learning situation which leads to jobs.

3. The children can find out about the hobbies of relatives and friends and report these to the class. They might then make drawings of these hobbies and prepare an exhibition entitled "Many People Have Hobbies."

4. Children can make a display of their drawings that show interesting things to do in their free time.

5. Some children may be able to bring a sample from their collections and give short talks about their doll, insect, stone, or other collection.

6. Using puppets the children can tell stories about what their puppets like to do most in their free time.

7. Children can invite as speakers some parents whose occupations grew out of their early hobbies: musicians, chemists, doctors, scientists, actors, writers, painters, etc.

8. The teacher can discuss with the class various activities that children can enjoy in their free time. The teacher can point out that different people like to do different things with their free time. Some like to do a few things, but no one can do everything. Because no one can do everything the use of our free time must be carefully decided.

UNIT V

SOURCES:

Films--Region XI

MP 1171 Lunch Room Manners
MP 379 Kindness to Others

LIBRARY BOOKS

Alexander, Anne. ABC of Cars and Trucks, Doubleday, 1954.

Ban, Jane. Fireman Fred, Baker Bill, Dan the Weatherman, Mike the Milkman, Whitman.

EVALUATION: Have the children list three hobbies and beside each one name one occupation with which the hobby is most closely associated.

NOTES:

UNIT V: FAMILIES IN DIFFERENT ENVIRONMENTS

LESSON 10 The Big Idea

CONCEPT SEEKING: Children further their awareness that different kinds of environments may affect career choices.

VALUE SEEKING: Children continue to perceive that there are many careers chosen because of one's environment.

METHODS OF INTELLIGENCE: Analyzing contrasting environments. Inferring the different careers possible in each.

ACTIVITIES

1. As a group activity have the children make up a story titled, "What Jobs Would I Do If I Lived In the Country?" and another story titled, "What Jobs Would I Do If I Lived In the City?" The teacher may write these on the chalkboard for the children to read and compare with the children the differences and likenesses.

2. Have each child draw a picture of his father doing three jobs if he lived on a farm and another picture of his father working at a job in the city. Have each child show his pictures to the class and talk about the differences in environment thus causing differences in jobs.

3. Use the Alternative Experiences on p. 133 of the Social Sciences book.

UNIT VI GRADE II

FAMILIES EARN AND SPEND

CONCEPT

Utilization of Resources

UNIT OBJECTIVE

To help pupils become aware of the world of work

UNIT GENERALIZATION

All work is interdependent and produces either goods or services.

UNIT VI: FAMILIES EARN AND SPEND

LESSON 1

CONCEPT SEEKING: Work is personally rewarding.

VALUE SEEKING: Children begin to be aware of the rewards that can be gained from working.

METHODS OF INTELLIGENCE: Inferring reasons for work. Observing various jobs.

ACTIVITIES

1. Have the children read or read to them books about various workers and decide the reasons why these workers are engaged in this type of work.

2. Ask the children to collect pictures and prepare charts to show examples of various job classifications. Give each child an opportunity to select a chart and tell why he might be happy performing that particular job.

   Examples of charts:

Chart I	Chart II
Pictures of tools equipment supplies	Pictures of people

Chart III	Chart IV
Pictures of outdoor or indoor workers	Pictures of skilled workers

Chart V	Chart VI
Pictures of non-skilled workers	Pictures involving work in math

3. Ask the children to bring pictures of workers to make a chart of:

   Workers who are busy earning a living
   Workers who pursue jobs for hobbies or interests

UNIT VI

SOURCES:

Films--Region XI

MP 1321 Pirro and the Vacuum Cleaner
MP 449 Foods Around the World

Filmstrips--School Library

Department Store Workers

LIBRARY BOOKS

Stanck. How People Earn and Use Money, Benefic, 1968.
Pope-Emmons. Let's Visit a Clothing Store, Taylor.

EVALUATION: Have the children write a paragraph telling the reasons why they have a need for money.

NOTES:

UNIT VI: FAMILIES EARN AND SPEND

LESSON 2

CONCEPT SEEKING: Work is personally rewarding.

VALUE SEEKING: Children continue to be aware of the rewards that can be gained from working.

METHODS OF INTELLIGENCE: Comparing various jobs of children. Inferring their reasons for working.

ACTIVITIES

1. Discuss with the class the jobs that second-grade children can do as compared to the jobs that older children can do.

2. Let the children report to the class their job at home. Discuss the rewards for this job. Stress the fact that all jobs must not have a monetary gain, but some can be performed as helpful tasks to someone else.

3. Have the children bring some toys from home to set up a toy store in the classroom. These toys may be bought with play money, may be traded, or may be given away for some finished task.

UNIT VI

SOURCES:

Films--Region XI

MP 357 City Bus Driver
MP 806 The Fireman (2nd Edition)
MP 354 Money and Its Uses

LIBRARY BOOKS

Voight. I Know a Librarian, Putnam.
Greene. I Want To Be a Teacher, Children's Press.
Greene. I Want To Be a Train Engineer, Children's Press.

EVALUATION: Have the children list three jobs that are performed for monetary reasons and three jobs chat may be performed as a helpful service for someone.

NOTES:

UNIT VI: FAMILIES EARN AND SPEND

LESSON 3

CONCEPT SEEKING: Work is personally rewarding.

VALUE SEEKING: Children begin to understand the reasons for working in order to spend or save income.

METHODS OF INTELLIGENCE: Inferring the value of money. Analyzing the need for money.

ACTIVITIES

1. Invite a resource person from the Fort Worth National Bank to come to talk with the children about their savings program and how the children can be involved. Ask him to tell the children about his role in the bank.

2. Discuss with the children why their parents need to work for money. Ask them if it is necessary to spend all the money that is made.

3. Have the children play the "Money Game." Using play money that has been backed with magnetic tape, have a child place a certain amount on the board. The first child who is able to tell how much money is on the board will take his turn next.

UNIT VI

SOURCES:

Films--Region XI

MP 377 Beginning Responsibility-Using Money Wisely
MP 354 Money and Its Uses

Filmstrips--School Library

Financial Community

LIBRARY BOOKS

Wilcox. What Is Money?, Steck Co.
Williams. I Know A Bank Teller, Putnam, 1968.

EVALUATION: Make a chart listing certain items and the price of each. Have the children make a list of these items on paper in the order of their value, starting with the item that is least expensive. Have the children also place a check by those items that he would be able to earn enough money to buy.

A List of Items and Their Prices

1.	Bicycle	$89.95	1.	Jacks	$ 0.25
2.	Ball	$ 3.98	2.		
3.	Doll	$15.45	3.		
4.	Jacks	$ 0.25	4.		
5.	Jumprope	$ 0.50	5.		
6.	Hot Wheels	$19.98	6.		
7.	Chemistry Set	$25.00	7.		
8.	Barbie Clothes	$5.98	8.		
9.	Tricycle	$12.98	9.		
10.	Doll Dishes	$ 1.98	10.		

NOTES:

UNIT VI: FAMILIES EARN AND SPEND

LESSON 4, 7, 9

CONCEPT SEEKING: All workers produce goods and services.

VALUE SEEKING: Children begin to be aware that workers produce goods and services.

METHODS OF INTELLIGENCE: Comparing jobs that produce goods and services. Categorizing these jobs.

ACTIVITIES

1. Emphasize the difference between providing services by having the class make a chart of the workers in the neighborhood who are:
   Producers of goods
   Providers of services

   Example:

Producers of Goods	Providers of Services

2. Have the children write a (1) true and (2) false statement about one or two occupations or workers. Place these in a box and let each child take turns reading a statement drawn from the box. The child who responds will give his reason for answering true or false. Example of questions:

   A barber cuts hair.
   A barber makes scissors.

3. Have the children construct one part of a city to depict a producer of goods or a provider of services. If each child takes turns constructing a service station, office building, grocery store, etc. this allows each child to participate and have maximum use of time in the construction project.

4. Ask the children to label the parts of a city by making flash cards of these labels for spelling or for writing stories. Have them categorize workers as producers of goods or those who provide services. Example of flash card words:

Grocery store	Fire department
Butter	Fish market

5. Have the children bring pictures of workers who produce goods and those who provide services to make a mural or a collage.

UNIT VI

SOURCES:

Films--Region XI

MP 51254 The Food Store (2nd Edition)
MP 135 I'm No Fool With Fire
MP 308 Living and Growing

Others--School Library

Workers in Our Neighborhood Kit

Filmstrips--School Library

Fire Department Workers

LIBRARY BOOKS

Pope-Emmons. Let's Go To the Supermarket, Taylor.
Pope-Emmons. Let's Visit the Dairy, Taylor.
Pope-Emmons. Let's Visit a Fire Station, Taylor.

EVALUATION: From a prepared list of jobs have the children write S for service or G for goods before each job.

1. Fireman _____
2. Mechanic _____
3. Truck farmer _____
4. Boot maker _____
5. Policeman _____
6. Dairyman _____
7. Milkman _____
8. Factory worker _____
9. Postman _____
10. Cook _____

NOTES:

UNIT VI: FAMILIES EARN AND SPEND

LESSON 5, 6, 8

CONCEPT SEEKING: Many different skills are needed.

VALUE SEEKING: Children begin to be aware that producing goods and providing services requires many different skills.

METHODS OF INTELLIGENCE: Observing tools used by different workers. Inferring that many skills are needed for producing goods and providing services.

ACTIVITIES

1. List some goods and have the children discuss all the skills that are needed for producing these goods.

2. Ask the children if it is necessary for people to have skills to perform services and discuss at length.

3. Use the Alternative Experience on p. 151 of the teacher's manual in the Social Sciences book.

4. Have the children bring a tool from home that is used by their parents in their job. Discuss with the children the different skills that are needed to use these tools.

UNIT VI

SOURCES:

Films--Region Xi

MP 952 Building a House
MP 347 Making Work Easier

Filmstrips--School Library

Television Workers

Others--School Library

Workers In Our Neighborhood Kit

LIBRARY BOOKS

McCall. How We Get Our Cloth, Benefic, 1964.
Banks. How Foods Are Preserved, Benefic, 1963.
Pope-Emmons. Let's Visit a Furniture Company, Taylor.
Pope-Emmons. Let's Visit a Bakery, Taylor.
Pope-Emmons. Let's Visit a Telephone Company, Taylor.

EVALUATION: Make a list of jobs in one column and the skills needed for these jobs in another column and have the children match the jobs with the skills involved.

secretary	directing traffic
carpenter	plowing
fireman	teaching
policeman	sawing, hammering
nurse	climbing a ladder
painter	driving
teacher	typing
mother	giving shots
bus driver	painting
farmer	cleaning

NOTES:

UNIT VI: FAMILIES EARN AND SPEND

LESSON [redacted]

CONCEPT SEEKING: Many different skills are needed.

VALUE SEEKING: Children continue to be aware that many different skills are needed.

METHODS OF INTELLIGENCE: Comparing worker's skills. Analyzing skills of working people.

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1. Use the Alternative Experiences on p. 159 of the Social Sciences manual.

2. Using the kit, "Workers in the Neighborhood," have each child select a picture and tell the class about the worker and how people depend upon him. Discuss with the children the skills that each of these workers must have.

3. Conduct a tour of the school building with the children, introducing all the workers in the building. Have a class discussion about the many different skills needed by each of these workers.

UNIT VI

SOURCES:

Films--Region XI

MP 806 The Fireman
MP 417 Helpers at our School

Others--School Library

Workers In Our Neighborhood Kit

LIBRARY BOOKS

Buckley. Friends at School, Holt, 1966.
Hage. How Schools Help Us, Benefic, 1962.
Pope-Emmons. Let's Go to School, Taylor, 1967.
Voight. I Know a Librarian, Putnam, 1966.
Greene. I Want To Be a Teacher, Children's Press.

EVALUATION: Have each child make a list of the skills used by the family members in his/her home.
Example:

mopping
dusting
cooking
window washing

NOTES:

UNIT VI: FAMILIES EARN AND SPEND

LESSON 11, 12

CONCEPT SEEKING: All workers produce goods or perform services.

VALUE SEEKING: Children begin to understand that needs come before wants.

METHODS OF INTELLIGENCE: Analyzing decisions about buying. Inferring the needs and wants of people.

ACTIVITIES

1. Conduct a class discussion with the children about one thing they would like to have more than anything else in the world. Have them decide what kind of job they would need to get enough money to buy this item.

2. Ask the children how many have older brothers and sisters who are now working. Ask them why they have this job and how they spend the money that they have earned.

3. Discuss with the children the importance of spending their lunch money correctly. Stress the importance of spending it on a well-balanced meal rather than on ice cream and other desserts.

4. Discuss with the children the meaning of the words "Needs," "Wants," and "Income."

5. Use the Alternative Experiences, Numbers 1 and 2, p. 161 in the Social Sciences manual.

UNIT VI

SOURCES:

Films--Region XI

MP 755 Making the Most of School
MP 123 Eat For Health

Filmstrips--School Library

Hospital Workers

Others--School Library

Workers In Our Neighborhood Kit

LIBRARY BOOKS

Bauer. Health For All, Scott Foresman.
Haynes. True Book of Health, Children's Press.
Wilson. Health Day Any Day, Bobbs-Merrill.
Greene. I Want To Be a Nurse, Children's Press.
Pope-Emmons. Let's Visit a School, Taylor.

EVALUATION: Have the children write a paragraph about the goods and services that their family needs.

NOTES:

UNIT VI: FAMILIES EARN AND SPEND

LESSON 13 — The Big Idea

CONCEPT SEEKING: Work has dignity.

VALUE SEEKING: Children continue to be aware that all work has worth and produces goods and services.

METHODS OF INTELLIGENCE: Comparing jobs that produce goods or provide services. Analyzing these jobs.

ACTIVITIES

1. Use the Alternative Experiences, number 1 and 2, p. 165 in the Social Sciences manual.

2. Have the children list three goods and three services of which they are the consumers each day.

3. Have the children write a paragraph about the interdependence of the school personnel and the skills that each of these workers must have.

UNIT VII GRADE II

FAMILIES USE RESOURCES

CONCEPT

Utilization Of Resources

UNIT OBJECTIVE

1. To help pupils become aware of the world of work
2. To help pupils become aware that many variables affect career choices

UNIT GENERALIZATION

The world of work is affected by many variables.

UNIT VII: FAMILIES USE RESOURCES

LESSON: 1,2

CONCEPT SEEKING: All workers produce goods or services.

VALUE SEEKING: Children begin to appreciate the importance of natural and human resources in producing goods.

METHODS OF INTELLIGENCE: Observing uses of resources. Inferring the ways in which goods come from the resources.

ACTIVITIES

1. Alternative Experiences for a Variety of Interest, p. 173 of the teachers manual are excellent for career education.

2. Conduct a tour with the children to the Dickie's Manufacturers Plant to find out how clothing is made.

3. Ask the children to bring different kinds of materials from home and discuss the differences in these materials and where they came from.

4. Make a list with the children of the steps involved in producing a finished product from cotton.

5. Have the children look at the picture on p. 129 of the Social Sciences book and name all the products they know that come from wood.

6. Ask the children, who have a garden, to tell all the things they know that can come from the garden.

UNIT VII

SOURCES:

Films--Region XI

MP 1136 George's New Suit - Where Clothing Comes From

LIBRARY BOOKS

McCall, Edith S. How We Get Our Clothing, Benefic, 1961.
McCall, Edith S. How We Get Our Cloth, Benefic, 1961.
Pope-Emmons. Let's Visit a Clothing Factory, Taylor Publishing Co., 1971.
Pope-Emmons. Let's Visit a Farm, Taylor Publishing Co., 1971.
Pope-Emmons. Let's Visit a Furniture Store, Taylor Publishing Co., 1971.

EVALUATION: Have the children list three jobs that are related to the land. Example: lumberman
gardener
farmer

NOTES:

UNIT VII: FAMILIES USE RESOURCES

LESSON: 3.4

CONCEPT SEEKING: All workers produce goods or services.

VLAUE SEEKING: Children begin to be aware that jobs can depend on natural resources.

METHODS OF INTELLIGENCE: Analyzing jobs related to natural resources. Inferring their dependency on these natural resources.

ACTIVITIES

1. Have the children make a mobile dipicting the four basic food groups and discuss with the children what jobs are involved in producing these foods.

2. Have the children make a notebook, listing four resources and illustrating with pictures of workers who have jobs because of these resources. These pictures may either be drawn or cut from magazines.

3. Ask the children to study the clothing they are wearing. Let each child identify the materials from which the clothing was made and tell who was responsible for producing each article of clothing.

4. Discuss with the children all the goods found in the classroom. Ask: Who produced these classroom goods. What would it be like without these goods?

5. Have the class visit the Museum of Science and History, look at the early American shops in the basement, and compare them with our shops today. Discuss with the children the goods that have made the different changes and how these jobs have changed.

UNIT VII

SOURCES:

Films--Region XI

MP	51102	Your Daily Bread
MP	275	You - The Living Machine
MP	320	Story of a Wholesale Market

LIBRARY BOOKS

Pope-Emmons. Let's Visit a Furniture Factory, Taylor Publishing Co., 1971.

Pope-Emmons. Let's Visit a Newspaper, Taylor Publishing Co., 1971.

Darby. What Is a Tree?, Benefic Press.

EVALUATION: Have the children list three foods and one worker and his job that makes it possible to produce each food listed.

NOTES:

UNIT VII: FAMILIES USE RESOURSES

LESSON: 5

CONCEPT SEEKING: Geographical locations affect career choices.

VALUE SEEKING: Children further perceive that environment can affect the types of jobs available.

METHODS OF INTELLIGENCE: Observing jobs in different environments. Analyzing these jobs.

ACTIVITIES

1. Have the children look at the picture on p. 133 of the Social Sciences book and tell which jobs are available in each of the three environments.

2. Have the children make a mural of all the jobs found on the farm.

3. Have the children make a mural of all the jobs found in a factory.

4. Ask the children to draw a picture of one job that uses the ocean as a resource (Example: fisherman, skin diver, oceanographer).

UNIT VII

SOURCES:

Films--Region XI

MP 51190 Uncle Jim's Dairy Farm
MP 1136 George's New Suit - Where Things Come From

Filmstrips--School Library

Ranch Community
Coastal Community

LIBRARY BOOKS

Banks, Marjorie Ann. How We Get Our Dairy Foods, Benefic, 1963.
Campbell, Ann. Let's Find Out About Farms, Franklin Watts, 1968.
Greene, Carla. I Want To Be a Dairy Farmer, Children's Press, 1957.
Miner, Irene S. The True Book of Plants We Know, Children's Press, 1953.
Pease, Josephine V.C. This Is the World, Hale, 1948.
Pitt, Valorie. Let's Find Out About the City, Franklin Watts, 1968.
Hader. Big City, MacMillan, 1947.
McGinley. All Around the Town, Lippincott.

EVALUATION: Have the children list two jobs found on the farm and two jobs found in the city.

NOTES:

UNIT VII: FAMILIES USE RESOURCES

LESSON: 6,7

CONCEPT SEEKING: All work is interdependent.

VALUE SEEKING: Children further their awareness that people depend upon each other.

METHODS OF INTELLIGENCE: Analyzing data on the production of goods and their jobs. Inferring their interdependence.

ACTIVITIES

1. Use the introduction to Lesson 6, p. 183 of the Social Sciences manual. It is excellent for career awareness.
2. Ask the children to bring from home a toy machine or tool and have them tell the class about its use and about one job related to this tool or machine.
3. Discuss with the children what would happen if they did not have any furniture. Have the children decide which workers they depend upon for these goods.
4. Have the children list all the workers in a department store and discuss with them how these workers depend on each other. Do they all do the same job? Would there be any department stores without these people?
5. List with the children all the jobs that made it possible to have bread in the home.

UNIT VII

SOURCES:

Films--Region XI

MP	51249	Policemen (3rd edition)
MP	559	Farm Animals
MP	681	The Mailman
MP	357	City Bus Driver
MP	832	The Doctor

LIBRARY BOOKS

Hunnicut, C. W.. I Have Friends, Singer, 1957.
Leary, Bernice. Making Friends, Lippincott, 1956.
Pope-Emmons. Let's Visit a Fire Station, Taylor, 1971.
Pope-Emmons. Let's Visit a Hospital, Taylor, 1971.
Pope-Emmons. Let's Visit a Post Office, Taylor, 1971.
Pope-Emmons. Let's Visit a Furniture Factory, Taylor, 1971.
Erdoes, Richard. Policemen Around the World, McGraw-Hill, 1967.

EVALUATION: Have the children list two jobs, one tool used in each job, and tell how the workers on each job depend on other workers.

NOTES:

UNIT VII: FAMILIES USE RESOURCES

LESSON: 8,9,11

CONCEPT SEEKING: Work has dignity.

VALUE SEEKING: Children begin to be aware that transportation workers are important to our society.

METHODS OF INTELLIGENCE: Observing people at work. Inferring that all work has dignity.

ACTIVITIES

1. Conduct a tour with the children to the Pate Museum to see various methods of transportation.
2. Discuss with the children all the jobs they know that are related to transportation.
3. Invite a transportation worker to come to the class to tell the children about his job.
4. Conduct a tour with the children to the bus station, railroad station, or airport to see the many different jobs.
5. Have the children list together the different modes of transportation and the jobs involved in each mode of transportation.
6. Have the children collect pictures of transportation workers and make a collage of these jobs.

UNIT VII

SOURCES:

Films--Region XI

MP	51257	Trucks that Serve Our City
MP	315	Airplanes Work for Us
MP	357	City Bus Driver
MP	321	Trucks and Trains
MP	322	Tugboats and Harbors

LIBRARY BOOKS

Pope-Emmons. Let's Take An Airplane Trip, Taylor Publishing Co., 1971.

Pope-Emmons. Let's Take a Bus Trip, Taylor Publishing Co., 1971.

Pope-Emmons. Let's Visit a Ship, Taylor Publishing Co., 1971.

Pope-Emmons. Let's Visit the Railroad, Taylor Publishing Co., 1971.

EVALUATION: Have each child draw a picture of a transportation worker and write a paragraph about why his work is important.

NOTES:

UNIT VII: FAMILIES USE RESOURCES

LESSON: 10

CONCEPT SEEKING: Many different skills are needed.

VALUE SEEKING: Children continue to be aware that different skills are needed for different jobs.

METHODS OF INTELLIGENCE: Analyzing jobs and skills needed for the jobs. Collecting data on various jobs.

ACTIVITIES

1. Use the Alternative Experiences on p. 191 in the Social Sciences manual. These are excellent for career awareness.

2. Discuss with the children the skills they now have and how they learned these skills.

3. Ask the children to bring pictures of workers using a variety of skills and talk about the training involved.

4. Have each child make a list of the skills his mother uses. Let the children discuss together how their mothers learned these skills.

5. Let each child tell one skill he does not have now, and what training he will need to develop this skill.

UNIT VII

SOURCES:

Films--Region XI

MP	50962	Making Things Move
MP	347	Making Work Easier
MP	406	How Simple Machines Make Work Easier
MP	407	How Sound Helps Us
MP	303	The Clothes We Wear
MP	449	Foods Around the World

LIBRARY BOOKS

Pope-Emmons. Let's Visit a Bakery, Taylor Publishing Co., 1971.

Pope-Emmons. Let's Visit an Electric Co., Taylor Publishing Co., 1971.

World Book Encyclopedia, Field Enterprises.

King, Frederick M. Communities and Social Needs, Laidlaw, 1968.

EVALUATION: Have the children list three jobs and a skill needed for each of these jobs.

NOTES:

UNIT VII: FAMILIES USE RESOURCES

LESSON: 12

CONCEPT SEEKING: Environment affects career choices.

VALUE SEEKING: Children continue to perceive that resources must be conserved.

METHODS OF INTELLIGENCE: Comparing different environments. Analyzing the misuse of resources.

ACTIVITIES

1. Conduct a tour with the children to Greer Island and compare the environment of the island that is protected with one that is not protected.

2. Make a list of jobs, with the children's help, that should be available at Greer Island to protect the environment.

3. Take a trip with the children to the Outdoor Learning Center to stress the need for conserving our resources.

4. Have the children collect pictures from magazines of resources that are wasted, such as; forest fires and lakes filled with trash.

5. Discuss with the children all the jobs available in a national park.

6. Use the Alternative Experiences on p. 195 of the Social Sciences manual.

UNIT VII

SOURCES:

Films--Region XI

MP	51121	Let's Keep America Beautiful
MP	120	Your Friend the Forest - Save It or Destroy It
MP	135	I'm No Fool With Fire
MP	277	I'm No Fool Having Fun
MP	122	Your Friend the Soil - Keep It or Lose It
MP	121	Your Friend the Water - Clear or Dirty
MP	799	Ways to Good Health

LIBRARY BOOKS

Dorbin. About Foresters, Melmont.
Gates. True Book of Conservation, Children's Press, 1959.
Campbell. Let's Find Out About Farms, 1968.
Darby. What Is the Earth?, Benefic Press.

EVALUATION: Have the children draw a picture illustrating one way we can conserve our resources and write three rules about conservation.

NOTES:

UNIT VII: FAMILIES USE RESOURCES

LESSON: 13 The Big Idea

CONCEPT SEEKING: Environment affects career choices.

VALUE SEEKING: Children strengthen their awareness that land, water, and people are resources.

METHODS OF INTELLIGENCE: Inferring the use of resources. Identifying jobs related to resources.

ACTIVITIES

1. Discuss with the children the skills necessary for conservation workers such as; forest ranger, lake patrolman, and fire fighter.

2. Discuss with the children available jobs that are related to water conservation.

3. Have the children draw a picture of one resource and list all the jobs that are related to this resource.

4. Have the children list some of the resources they use daily. Discuss with the children the jobs related to these resources and how they are dependent upon these workers.

5. Have the children list some resources and related jobs that are dominant in our climate but perhaps not in another climate.

GRADE II

BEFORE YOU FINISH

Evaluating Activities

OBJECTIVE:

To help pupils develop a positive self-image

BEFORE YOU FINISH

CONCEPT: Abilities and interests are different.

ACTIVITIES

1. Ask a child's parent to come to the class to talk about his career. Have the parent stress the way his interests and abilities affected his career choice.

2. Have the children collect pictures showing people's different interests and let them place these pictures on a chart.

3. Ask the children to think about their interest now and the job they would choose as a result of this interest.

4. Have the children draw a picture of themselves showing what they would like to be when they grow up. Have them decide whether their decision has changed from the first of the year.

PART IV GRADE THREE

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CAREER EDUCATION

GOALS AND CONCEPTS GRADE THREE

I. GOAL A: To help the pupils develop a positive self-image

1. Individuals have worth.
2. Self-awareness is important.
3. Abilities are different.
4. Interests are different.
5. People have likenesses and differences.
6. Individuals are unique.
7. Getting along with others is important.

II. GOAL B: To help the pupils become aware that many variables affect career choices

1. Interests affect career choices.
2. Hobbies and leisure time affect career choices.
3. Attitudes affect career choices.
4. Geographical locations affect career choices.
5. Knowledge affects career choices.
6. Environment affects career choices.
7. Culture affects career choices.

III. GOAL C: To help the pupils become aware that school helps prepare for the future

1. Cooperation with others is important.
2. Basic skills are necessary.

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IV. GOAL D: To help the pupils become aware of the world of work

1. Work has dignity.
2. Work is interdependent.
3. All workers produce either goods or services.
4. Work is personally rewarding.
5. Many different skills are needed.

V. GOAL E: To help the pupils become aware that adaptation and respondence to the environment are necessary and affect career choices

1. Adaptation to various climate regions affects the types of jobs available.
2. Social control is necessary for productive living and working.
3. People learn to adapt their lives and careers from the experiences of themselves and others.

UNIT I GRADE III

PEOPLE IN COMMUNITIES

Section 1. The Old Ways
Section 2. The Changing Environment
Section 3. Alike and Different
Section 4. Adapting to Changes
Section 5. Learning Cultural Traits

CONCEPT

Adaptation

UNIT OBJECTIVE

To help pupils become aware that many variables affect career choices

UNIT GENERALIZATION

Career choices are affected by many variables.

UNIT I: PEOPLE IN COMMUNITIES

SECTION: 1 — The Old Ways

CONCEPT SEEKING: Geographic locations affect career choices.

VALUE SEEKING: Children should become aware that geographic locations affect career choices.

METHODS OF INTELLIGENCE: Observing different occupations. Categorizing according to geographic location. Inferring that careers are adapted to environment.

ACTIVITIES

1. Have the children bring pictures of a variety of occupations and observe and discuss them.
2. Have the class categorize the pictures according to locations.
3. Show the film "Alaskan Sled Dog" and discuss why this could be used only in certain geographic locations.
4. Read to the class Getting to Know Alaska and draw inferences from the children that careers are adapted to the environment.
5. Let the children read from the library book Community and Social Needs, "Alaska," pp. 134-144 and "Mexico," pp. 113-122, and discuss cold weather occupations and warm weather occupations.
6. Have the children start a notebook of their work. Use the activity pictures for a cover.

UNIT I

SOURCES:

Films--Region XI

MP 50610 Alaskan Sled Dog

Filmstrips-- School Library

The Weather Affects Us

LIBRARY BOOKS

Bajza. At Home And Far Away, Benson, 1966.
Breetweld, Jim. Getting To Know Alaska, Coward-McCann, 1958.
King, Frederick. Community And Social Needs, Laidlaw, 1968.

EVALUATION: Have children match pictures of people working with geographic locations which have been discussed in this lesson.

NOTES:

UNIT I: PEOPLE IN COMMUNITIES

SECTION: 2	The Changing Environment
CONCEPT SEEKING:	Attitudes affect career choices.
VALUE SEEKING:	Children should become aware that people cause changes that affect career choices.
METHODS OF INTELLIGENCE:	Analyzing the cultural changes in the Eskimo environment and how they affect jobs. Inferring other environments have similar changes.

ACTIVITIES

1. This unit speaks directly about job changes in an Eskimo community brought about by the influx of new people. Draw the conclusion that other communities experience similar changes. The activities are excellent in carrying out the concept of this lesson.

2. Read from Alaska. Discuss the people who live in Alaska and their jobs.

3. Read "Comparison of Family Life and Occupations," pp. 271-284, from Growing Up In Texas. Children should read and be able to discuss comparisons.

4. Show the film "Eskimo Children". Let the children write a short paragraph comparing Eskimo children's lives with the lives of local children.

UNIT I

SOURCES:

Films--Region XI

MP 104 Eskimo Children

Filmstrips--School Library

Circle of Feelings, SRA Self-Development, Stage 2

LIBRARY BOOKS

Dreany, E. Joseph. Alaska, Maxton, 1962.
Osborne. Growing Up In Texas, Noble, 1966.

EVALUATION: Have the children draw a picture of an Eskimo community as it once was and as it might be today, a "Before" and "After" picture.

NOTES:

UNIT I: PEOPLE IN COMMUNITIES

SECTION: 3 — Alike and Different

CONCEPT SEEKING: People have likenesses.

VALUE SEEKING: Pupils should become aware that likenesses among humans are more important than individual differences.

METHODS OF INTELLIGENCE: Observing similarities in body structure. Comparing body structure of people in other parts of the world with their own. Analyzing that all people have basic needs. Inferring that needs affect occupations.

ACTIVITIES

1. Use the SRA story record (side 6, band 1) and Photoboard 26,27,28 of Unit I to discuss unique personal qualities. Note differences and likenesses in people. Draw conclusion that likenesses are more important than individual differences.

2. Read to the class, What Is A Human? and discuss similarities of body structure.

3. Have the pupils compare pictures "Life In America" with pictures of Alaska. Compare the needs of the people and how occupations are different. Infer why they are different and that all people have basic needs.

4. Let the children view self-awareness filmstrip, part 1. Discuss how people are more alike than they are different and have pupils list ways people are similar. This list should be added to pupil's notebook which was started previously. Use the activities in section three of the Social Sciences book.

UNIT I

SOURCES:

Filmstrips--School Library

Sometimes I Wonder
The Parade

Others--School Library

Story Record SRA (Side 6, band 1)
Photoboards 26,27,28

LIBRARY BOOKS

Thompkins, Stuart. Life In America, Fider, 1960.
Alexanberg, Melvin. What Is A Human?, Benefic Press, 1968.

EVALUATION: Let the pupils write a brief paragraph from one or all of the following topics:

One thing I can tell you about myself is....
One way I am like everyone else is....
One way I am different from everyone is....

NOTES:

UNIT I: PEOPLE IN COMMUNITIES

SECTION: 4 — Adapting to Change

CONCEPT SEEKING: Attitudes affect career choices.

VALUE SEEKING: Children begin to recognize that cultural change affects career choices.

METHODS OF INTELLIGENCE: Recalling the cultures and adaptions the Eskimo have made. Beginning to analyze adaptions that Americans are making to cultural change.

ACTIVITIES

1. Let the children role-play an Eskimo boy who meets a boy from Fort Worth. Let each one tell the other about his home, family, school, father's, and mother's work.

2. Let the class view the filmstrip "Problems of Others" and discuss with the children how their attitude is important in their relationship to others.

3. Have the children find out what kind of work grandfathers do and what kind of work fathers do and discuss changes from these.

4. Read the story "Alaska," pp. 180-184, from Ways Of Our Land and discuss people and their jobs in modern Alaska.

5. In groups of five have the children read the story "Life In Pioneer Time Compared," pp. 266-269, from Growing Up In Texas. Have each group report on different aspects of the story; such as, jobs, homes, etc.

UNIT 1

SOURCES:

Filmstrips--School Library

Problems of Others, SRA
Self-Development, Stage 1
Alaska People and Industries

LIBRARY BOOKS

Sorensen, Clarence. Ways of Our Lands, Silver Burdett, 1965.
Osborne. Growing Up In Texas, Noble, 1966.

EVALUATION: Directions--read each sentence and fill in the missing word or words.

My grandfather is a ....
My father is a ....
I will (will not) do the same work because ....

NOTES:

UNIT I: PEOPLE IN COMMUNITIES

SECTION: 5 — Learning Cultural Traits

CONCEPT SEEKING: Knowledge affects career choice.

VALUE SEEKING: Children should realize that knowledge and training will affect their career choices.

METHODS OF INTELLIGENCE: Observing, comparing, and contrasting cultural traits that may affect a person's occupation.

ACTIVITIES

1. Have the class discuss skills that are necessary for a third grade child to have in life outside of school and from whom did he learn these skills.

2. Assign each child to find out his father's and his mother's job and the training necessary and give a short, oral report.

3. Read Stories From Alaska, Read About the Policeman, Read About the Postman, Read About the Fireman. Discuss skills and training needed for these jobs. Let the children play "Who Am I?" Each child will pantomime a job and let the other children guess which one it is.

4. Let the children view the filmstrips of a variety of jobs and determine the training necessary for each job. List jobs with appropriate training for their notebooks.

UNIT I

SOURCES:

Filmstrip--School Library

Introduction to the World of Work
(Any or all from this series)

LIBRARY BOOKS

Dolch, Edward. Stories From Alaska, Gunn and Press, 1961.

Slobodkin, Louis. Read About the Policeman, Read About the Postman, Read About the Fireman, Franklin Watts, Inc., 1967.

EVALUATION:

Jobs and Skills

Draw a line from each job to its matching skill.

...postman	...typing
...3rd year math student	...hammering
...8 yr. old baseball player	...alphabetizing
...cook	...selling
...cabinet maker	...adding and subtracting
...antique dealer	...writing
...school secretary	...catching
...book writer	...sketching
...artist	...printing
...musician	...reading and measuring
...pilot	...raising beef
...clerk	...reading music
...printer	...preaching
...minister	...filing
...rancher	...reading controls

NOTES:

UNIT I: PEOPLE IN COMMUNITIES

SECTION: 1,2,3,4,5	Focus
CONCEPT SEEKING:	Children should be able to name some of the variables affecting career choices.
VALUE SEEKING:	Children will recognize that geographic locations, attitudes, likenesses, and differences in people affect their career choices.
METHODS OF INTELLIGENCE:	Observing and reporting observations accurately. Applying what has been learned to new situations.

ACTIVITIES

1. Have each child take one of the discussed variables and explain how it affects job choices. Example: geographic locations.

2. Use the trading activity in Section 2 of the focus lesson, emphasizing that these are careers.

UNIT II GRADE III

COMMUNITIES IN DIFFERENT PLACES

Section 1. You and the Astronaut
Section 2. Something Unchanging
Section 3. Land, Water and Wind
Section 4. Climate and Earth's Surface
Section 5. The Tilted Earth
Section 6. Adapting to a New Climate

CONCEPT

Environment

UNIT OBJECTIVE

1. To help children become aware that adaptation to environment is necessary and affects career choices

2. To help pupils become aware that many variables affect career choices

UNIT GENERALIZATION

Adaptation to environment is necessary and affects career choices.

UNIT II: COMMUNITIES IN DIFFERENT PLACES

SECTION 1 — You and the Astronaut

CONCEPT SEEKING: Knowledge affects career choices.

VALUE SEEKING: Children should realize that knowledge of environment affects career choices.

METHODS OF INTELLIGENCE: Analyzing different jobs. Comparing different types of maps as they are needed for careers.

ACTIVITIES

1. Have the children write a short paragraph entitled "What Jobs Would I Do Inside a Spacecraft?" Add to notebook.

2. Have the children find out the many jobs that pertain to making maps. Use reference books. Use films as part of reference works.

3. As a group activity make a salt map of the world.

4. Discuss with the children the different jobs pertaining to the weather forecast.

5. Have the children role-play a television weather forecast.

6. Discuss as a group activity all jobs related to map making.

7. If possible visit a television station and see a live weather forecast.

8. Discuss with the children weather changes and how weather affects space flights. Point out the jobs involved in controlling a space flight.

UNIT II

SOURCES:

Films--Region XI

MP	50171	Maps and Their Meaning
MP	50196	Map - Land Symbols and Terms
MP	50172	Map - Coastal Symbols and Terms
MP	50576	Space Flight Around the Earth
MP	414	Weather for Beginners

Others--School Library

Instructo Poster - Community Friends
Astronaut
Community Workers - Poster Card
Meterologist

LIBRARY BOOKS

Branley, Franklyn. A Book of Astronauts For You, Thomas Y. Crowell Company, 1968.
Kane, Elmer R. What Is Space?, Benefic Press, 1969.
Pope, Billy. Let's Visit A Spaceship, Taylor, 1970.

EVALUATION: Have the children write a paragraph about "What Would Happen If There Were No Maps?"

NOTES:

UNIT II: COMMUNITIES IN DIFFERENT PLACES

SECTION 2, 3 — Something Unchanging; Land, Water and Wind

CONCEPT SEEKING: Adaptation to various climate regions affects the type of jobs available.

VALUE SEEKING: Children will become aware that climate affects the types of jobs available in different regions.

METHODS OF INTELLIGENCE: Classifying and categorizing jobs in relationship to climate regions.

ACTIVITIES

1. After doing the activity on p. 52 of the teacher's manual of The Social Sciences, discuss with the children the jobs at the airport in Banks Island and the jobs at the airport in Los Angeles. Compare these jobs and have the children decide if any jobs are different as a result of the climate.

2. Have the children find pictures in magazines of jobs that depend directly on climate. Paste the pictures on a piece of paper and write a short paragraph about each job and its relationship to climate. Add to notebook.

3. Discuss with the children the jobs in the Weather Bureau. After much discussion have the children set up a mock Weather Bureau in the classroom and role-play the job of each worker. Be sure to include the typist, file clerk, etc.

4. Have each child draw a picture of his mother or father at work and tell the class if this job is directly dependent upon the climate.

5. Invite someone from the Weather Bureau to come and talk to the class about jobs in the Weather Bureau.

6. The children will view "Weather for Beginners," or "What Makes Rain," and discuss related jobs.

UNIT II

SOURCES:

Films--Region XI

MP 414 Weather For Beginners
MP 219 What Makes Rain

Others-School Library

Transparencies: "Weather"

1. 525 Tr 59
2. 551 Tr 54, 55

LIBRARY BOOKS

May, Julian. Weather, Follett, 1968.
Waller, Leslie. Weather, Henry Holt, 1967.
Pope, Billy. Let's Take an Airplane Ride, Taylor, 1970.

EVALUATION: Have the children make a list of ten jobs that are directly dependent upon the climate in their own environment.

NOTES:

UNIT II: COMMUNITIES IN DIFFERENT PLACES

SECTION 4 — Climate and the Earth's Surface

CONCEPT SEEKING: Geographic locations affect career choices.

VALUE SEEKING: The children will identify ways in which altitude affects career choices.

METHODS OF INTELLIGENCE: Identifying the careers in relationship to high and low altitudes. Interpreting career information as it applies to your own altitude.

ACTIVITIES

1. Discuss with the children and list on the board all the jobs that would depend directly upon high altitude.

2. Discuss with the children and list on the board all the jobs that would depend directly upon low altitude.

3. Trace with the children the coffee plant from its beginning to their home. Stress all jobs involved. Add this page to their notebooks.

4. Have groups of children make relief maps showing the resources and products dependent upon high and low altitudes. Have each group report to the class jobs that are related to the resources and products.

5. Lead the class through group discussion to an understanding that the main source of jobs applying to altitude in Fort Worth is cattle.

6. If a father is connected to ranching, invite him to the class to discuss the relationship of the cattle industry to altitude.

7. If possible set up a field trip to a ranch. Have a rancher discuss with children the many jobs required to successfully run a ranch.

UNIT II

SOURCES:

Filmstrips--School Library

Ranch Community

LIBRARY BOOKS

King, Frederick M. Families and Social Needs, Laidlaw, 1968.

Pope, Billy. Let's Visit a Farm, Taylor, 1971

EVALUATION: Have each child draw a picture of someone doing a job in a high altitude and another picture of someone doing a job in a low altitude.

NOTES:

UNIT II: COMMUNITIES IN DIFFERENT PLACES

SECTION 5 — The Tilted Earth

CONCEPT SEEKING: Geographic locations affect career choices.

VALUE SEEKING: Children evaluate in their own terms that career choices are affected by seasonal variations.

METHODS OF INTELLIGENCE: Analyzing jobs that are affected by seasonal changes. Identifying local jobs that are affected by seasonal changes.

ACTIVITIES

1. Discuss with the children jobs affected by extreme heat.

2. Discuss with the children jobs affected by extreme cold.

3. Show the film, "Causes of the Seasons." Discuss as a group jobs affected by the seasons.

4. Identify with the children the available sport facilities in Fort Worth and the surrounding areas. Talk about the seasonal jobs of each sport.

5. Have each child write a paragraph about his favorite sport and the related jobs. Add to the notebook.

6. Make a list, as a group activity, of the local jobs affected by the seasonal changes.

7. Show the film, "Earth, Its Rotation and Revolution." Discuss with the children the seasonal changes and causes.

UNIT II

SOURCES:

Films--Region XI

MP 712 Earth, Its Rotation and Revolution
MP 446 Causes of the Seasons

Others--School Library

Transparencies

1. 535 Tr 13, 14, 15, 16 and 23
2. 551 Tr 53 and 60

LIBRARY BOOKS

Darby, Gene. What Is a Season?, Benefic, 1967.
Podendorf, Illa. The True Book of Seasons, Children's Press, 1964.

EVALUATION: Have each child write a paragraph and include at least two jobs and discuss their relationship to the seasonal changes.

NOTES:

UNIT II: COMMUNITIES IN DIFFERENT PLACES

SECTION 6 — Adapting to a New Climate

CONCEPT SEEKING: People learn to adapt their careers from the experiences of others.

VALUE SEEKING: Children recognize that careers can be adapted by using the experiences of others.

METHODS OF INTELLIGENCE: Classifying ways in which careers can be adapted by using the experiences of others. Inferring reasons families choose to adapt in certain ways.

ACTIVITIES

1. Show the film "Beginning Responsibilities." Stress that anywhere you live you learn certain responsibilities from others.

2. Have each child tell about his father's or mother's job and how the job could be adapted if he were to move to another country. Ask "What would he have to learn from that country's people?"

3. Have the children who have moved tell about how the family had to adapt to their new home. Ask "Did your family learn anything new from the neighborhood?"

4. Show the film "Neighborhoods are Different." Stress how people learn from each other.

5. Show the filmstrip "What Else Do Fathers Do?" Discuss with the children how one person can do many jobs and how he learns from those around him.

6. Show the filmstrip "What Do Mothers Do?" Discuss with the children the many jobs of a mother and how she learns from others.

7. Invite a parent to the classroom to tell about his job.

UNIT II

SOURCES:

Films--Region XI

MP 355 Neighbors Are Different
MP 374 Beginning Responsibility

Filmstrips--School Library

What Else Do Fathers Do?
What Else Do Mothers Do?
Adaptations in Winter
Animals Adapt In Winter

LIBRARY BOOKS

Hamblow, Arthur. Animals Do the Strangest Things, Random House, 1968.
Radlauer, Edward. What Is a Community?, Elk Grove, 1969.

EVALUATION: As a group activity have the class make up a play about a family moving from one city to another. Emphasize how the family adapts to the new neighborhood, schools and jobs.

NOTES:

UNIT II: COMMUNITIES IN DIFFERENT PLACES

SECTION 1, 2, 3, 4, 5, 6	Focus
CONCEPT SEEKING:	Knowledge affects career choices.
VALUE SEEKING:	The children should realize that knowledge about environment affects career choices.
METHODS OF INTELLIGENCE:	Recognizing climatic factors that affect career choices.

ACTIVITIES

1. Use Alternative Experiences for a Variety of Interests, p. 85 of the teacher's manual, The Social Sciences.

2. Divide the class into groups. Have each group give a report on different aspects of the environment; such as, climate, culture, altitude and seasonal variations and how each affects career choices.

UNIT III GRADE III

GROUPS IN THE COMMUNITY

Section 1. Halima's Family
Section 2. The Puritan Woman
Section 3. Families and the Community
Section 4. Another Look at Change
Section 5. Arguments, Large and Small

CONCEPT

Interaction Between Individuals And Groups

UNIT OBJECTIVE

To help pupils become aware of the world of work

UNIT GENERALIZATION

A community consists of interdependent groups, individuals, and jobs.

UNIT III: GROUPS IN THE COMMUNITY

SECTION: 1 — Halima's Family

CONCEPT SEEKING: All work is interdependent.

VALUE SEEKING: Children begin to recognize that all work is interdependent.

METHODS OF INTELLIGENCE: Observing the interdependence of work done in a family. Comparing family and classroom jobs.

ACTIVITIES

1. Have each child make a list of each family member's job. Discuss how each job depends upon the other for a smooth family life.

2. Have each child list the jobs he thinks he would have if he had a role in a Moroccan family.

3. The children can discuss, as a group activity, how the family would be changed if one member decided not to do his job for one day.

4. Have the children list all school helpers and decide how one job affects the other. Ask "What would it be like if a helper, for example, the teacher, did not show up for a day?"

5. As a group activity, have the children decide which jobs they think would be found in a classroom in Morocco.

UNIT III

SOURCES:

Films--Region XI

MP 374 Beginning Responsibilities-
Doing Things for Ourselves
MP 269 Our Family Works Together
MP 417 Helpers At Our School
MP 421 Learning From Disappointments

Filmstrips--School Library

The Backyard Community
Telephone Services

Others--School Library

Community Workers Picture File

LIBRARY BOOKS

Gunter, John. Meet North Africa, Harper and Row, 1957.
King, Frederick. Families and Social Needs, Laidlaw, 1968.

EVALUATION: Have each child list three people he counts on each day and also, list at least one thing he does that someone else counts on.
Have pupils select any two or three workers from community workers file and tell how their work is interdependent.

NOTES:

UNIT III: GROUPS IN THE COMMUNITY

SECTION: 2,3 — The Puritan Woman, Families and the Community

CONCEPT SEEKING: Work has dignity.

VALUE SEEKING: Children begin to see that all work is important.

METHODS OF INTELLIGENCE: Observing and contrasting family and community rules.

ACTIVITIES

1. Have the pupils discuss their roles in their families.

2. As a class discussion activity, the children will talk about the duties that accompany the privilege of being a citizen of Fort Worth.

3. Have each child draw a picture of his mother and write a paper discussing her role in the family.

4. Have each child select one card from "Workers In Our Neighborhood," and report orally to the rest of the class how each worker makes life in the community more comfortable.

5. Instruct each pupil to look in the "Help Wanted" section of the newspaper and find an advertisement for a job that is interesting. Have each pupil explain to the class why the community needs this service and how lives will be affected if no one chooses to perform this job.

6. Have each child write a paper describing the job of his grandparents and discuss what would happen if that particular job was eliminated from the community.

7. Let the children take a field trip to Justin Boot Factory. After the trip, list on the chalkboard the different jobs necessary in making a finished product. Let the children discuss and decide if the boots would be wearable if any one of the workers had not made his contribution.

UNIT III

SOURCES:

Films--Region XI

MP 51190 Uncle Jim's Dairy Farm
MP 301 What Do Fathers Do

Filmstrips--School Library

What Do Mothers Do
(World of Work Series)
Telephone Workers
(World of Work Series)

Others--School Library

Workers In Our Neighborhood
(Large Picture Cards)-McGraw-Hill

LIBRARY BOOKS

Radlauer, Edward. What is a Community?, Elk Grove Press, 1967.
King, Frederick. Communities and Social Needs, Laidlaw, 1968.

EVALUATION: Have each child name three jobs expected of him at home, three at school, and three in the community. This may be written or oral.

NOTES:

UNIT III: GROUPS IN THE COMMUNITY

SECTION: 4,5 — Another Look at Change; Arguments, Large and Small

CONCEPT SEEKING: Some workers produce goods and others perform services.

VALUE SEEKING: Children begin to realize that different people have different jobs.

METHODS OF INTELLIGNECE: Comparing jobs that produce goods and jobs that perform services
Analyzing the roles of different workers.

ACTIVITIES

1. Show the film "Everyone Helps In a Community." The children can point out the jobs that produce goods and how they differ from the jobs that perform services.

2. Use the story records, "Sharing," "Palmer, the Pushy Pigeon," and "A Boy Who Ran Away," and photoboards to accompany each. Discuss with the children the roles of family members.

3. Have each pupil cut out pictures depicting jobs that produce goods and jobs that perform services from magazines. Divide the class into groups and have each group make a collage showing services and products.

4. Show the film, "Neighborhoods Are Different." Stress the different types of jobs needed in the different communities.

5. Take a blanket and trace its progress from the sheep to the home. Discuss with the children all the jobs involved in producing a blanket.

UNIT III

SOURCES:

Films--Region XI

MP 50419 Everyone Helps In a Community
MP 355 Neighborhoods are Different

Filmstrips--School Library

Judy's Ups and Downs

Others--School Library

Guide-Focus on Self Development
Stage One Awareness
Photoboard Nos. 13,22,24,29,30,34
Story Record Side 7, band 1,2,3-
Sharing
Side 5, band 1-"Palmer, the Pushy Pigeon"

LIBRARY BOOKS

Radlauer, Edward. What is a Community, Elk Grove Press, 1967.

EVALUATION: Debate--A debate between children concerning the relative merits and problems of those who produce goods or perform services.

NOTES:

UNIT III: GROUPS IN THE COMMUNITY

SECTION: 1,2,3,4,5	Focus
CONCEPT SEEKING:	Work has dignity.
VALUE SEEKING:	Children begin to realize that types of jobs available in a community depend upon interaction.
METHODS OF INTELLIGENCE:	Predicting changes in jobs because of changing environment. Comparing jobs available in different environments.

ACTIVITIES

1. Conduct a class discussion on jobs of the past centuries that are obsolete now and new jobs that will be available in the next century. Stress goods produced and services performed long-ago. Point out the worth and dignity of each job.

2. Take a field trip to the Log Cabin Village and stress the differences in life long-ago and today. Plan to observe on the way back to school modern transportation, communication, etc. Have each child write a comparison of the types of jobs of long-ago and today and which jobs are interdependent.

UNIT IV GRADE III

COMMUNITIES AND HOW THEY CHANGE

Section 1. America in 1490
Section 2. The Changing Map
Section 3. Changing Ways
Section 4. Ideas and Languages Meet
Section 5. The Past and Your Language

CONCEPT

Interaction and Adaptation

UNIT OBJECTIVE

To help pupils become aware that many variables affect career choices

UNIT GENERALIZATION

A career choice is affected by knowledge, attitudes and geography.

UNIT IV: COMMUNITIES AND HOW THEY CHANGE

SECTION 1 America in 1490

CONCEPT SEEKING: Geographic locations affect career choices.

VALUE SEEKING: Children begin to be aware of the different jobs in different geographic locations.

METHODS OF INTELLIGENCE: Observing various jobs in different environments. Analyzing job activities.

ACTIVITIES

1. Have the class collect information about the Texas Indian Reservation between Livingston and Woodville. Discuss the jobs on the reservation now and compare them with the jobs these Indians would have had long ago.

   Example:

   Present job: public dancer and performer
   Past Job: warrior

2. Discuss with the children and compare the jobs of the Indians in the Northeast and Southwest.

3. Discuss with the children the fact that Columbus' job was exploring. Stress the problems, advantages and disappointments. Talk about any other explorer whom the children might know. Ask "Are there still explorers today?"

4. Name the three ships of Columbus' crew. The children will discuss the jobs of the crews on those three ships and compare them to the jobs of a modern ship's crew.

5. Have each child draw a picture of one of Columbus' crew involved in his everyday activities.

UNIT IV

SOURCES:

Films--Region XI

MP	51273	Navajo Canyon
MP	5119	Indian Ceremonies
MP	685	Indian Hunters
MP	564	Navajo Indians
MP	5	Hopi Indian Arts and Crafts

Filmstrips--School Library

The Indian Boy and Girl

LIBRARY BOOKS

Fletcher, Sydney. The American Indian, Grosset and Dunlap, 1950.

Farguhan. Indian Children of America, Holt, Rinehart and Winston, 1964.

Pope, Billy. Let's Visit a Ship, Taylor, 1970.

EVALUATION: Have each child write a short paragraph comparing two jobs of long ago and two jobs of today.

NOTES:

UNIT IV: COMMUNITIES AND HOW THEY CHANGE

SECTION 2, 3 — The Changing Map, Changing Ways

CONCEPT SEEKING: Attitudes affect career choices.

VALUE SEEKING: Children begin to see that changing attitudes may cause career choice changes.

METHODS OF INTELLIGENCE: Comparing past and present attitudes toward career choices. Analyzing their changes.

ACTIVITIES

1. Discuss with the class the role of the priest or minister of early America and his role today. Ask "What things was a priest of early America expected to do that a priest of today is not expected to do?"

   Example:

   1. Educating the Indians
   2. Building schools and missions

2. Have the children find information about the job of a navigator today and compare it with the job of Amerigo Vespucci.

3. Compare with the class the tools used in exploring today and the tools used in exploring long ago. Use research material to find this information.

4. Have each child draw a picture of an early American home and a modern American home. He can discuss and compare the jobs of an early American carpenter and a carpenter of today. Stress the differences in tools and materials.

5. Discuss with the class why attitudes have changed toward certain jobs; such as, blacksmiths, carpenters, silversmiths and candlemakers.

UNIT IV

SOURCES:

Films--Region XI

MP	50579	Christopher Columbus
MP	50617	Pioneer Village
MP	764	Candle Making
MP	567	People of Mexico

Filmstrips--School Library

The First American Frontier
Spanish Explorers in Texas
Mexico

LIBRARY BOOKS

Baker. Amerigo Vespucci, Alfred Knopf, 1965.
Syme, Ronald. Columbus, Finder of the New World, Natural History, 1964.
Buehr, Walter. The Portuguese Explorer, Putnam, 1966.
Pope, Billy. Let's Visit Mexico City, Taylor, 1970.
Pope, Billy. Let's Build a House, Taylor, 1970.

EVALUATION: Have each child list three jobs that are not needed now but were of great need long ago.

NOTES:

UNIT IV: COMMUNITIES AND HOW THEY CHANGE

SECTION 4, 5 — Ideas and Languages Meet, The Past and Your Language

CONCEPT SEEKING: Knowledge affects career choices.

VALUE SEEKING: Children begin to be aware that a knowledge of past job experiences affects present career choices.

METHODS OF INTELLIGENCE: Observing various career choices. Predicting results of learning as pertaining to career choices.

ACTIVITIES

1. Discuss with the children the advantages and disadvantages of knowing more than one language. Talk about the career choices available to individuals who speak two or more languages.

2. Have each child list ten jobs that would definitely require a knowledge of standard English.

3. Conduct a tour of a newspaper plant. Stress the basic skills learned in school that are necessary for many of the jobs.

4. Have the children find stories about jobs of the past and tell what present career would be comparable to that job.

5. Have each pupil choose a picture of a worker from a kit, "Workers in our Neighborhood." Distribute a group of word cards of school skills. Have each pupil choose one or two skills most likely to be needed by the worker whose picture he has chosen.

UNIT IV

SOURCES:

Films--Region XI

MP 51280 Finding Directions With a Map
MP 51179 Correct Telephone Usage-
Adventures in Telezonia

Filmstrips--School Library

The Newspaper Boy
Ranch Community
Reading Physical Maps
Continents and Oceans
Geographic Background

Others--School Library

12 Map Study

LIBRARY BOOKS

Pope, Billy. Let's Visit the Newspaper, Taylor, 1970.
Pope, Billy. Let's Visit the Telephone Company, Taylor, 1970.

EVALUATION: Have each child make a model from clay or with papier mache, of a worker or a worker's tool. The clay model can be fired and glazed to take home.
Have each child list two jobs. Under each job he should list three skills learned in school necessary to perform this particular job.

NOTES:

UNIT IV: COMMUNITIES AND HOW THEY CHANGE

SECTION 1, 2, 3, 4, 5	Focus
CONCEPT SEEKING:	Knowledge affects career choices.
VALUE SEEKING:	Children further their awareness of the importance of the knowledge of many different jobs.
METHODS OF INTELLIGENCE:	Observing a variety of jobs. Analyzing various jobs.

ACTIVITIES

1. Let the class play a game called "Who Knows the Most Jobs?" to reinforce the idea that there are many jobs from which to choose. Play the game in the form of an old fashioned spelling bee with all the children standing and naming a job in turn. Each pupil who fails to think of a job name not yet mentioned must return to his seat. The game should bring out jobs that have not been previously mentioned.

2. Ask each child to pretend that he is an Indian Chief. Have him make a list of all the jobs he would assign to the members of his tribe for effective and comfortable living.

UNIT V GRADE III

COMMUNITIES AND THEIR WANTS

Section 1. Makers and Users
Section 2. Using Resources to Trade
Section 3. Resources of One Community
Section 4. Man as a Resource

CONCEPT

Utilization of Resources

UNIT OBJECTIVE

To help pupils become aware of the world of work

UNIT GENERALIZATION

All work has worth and produces goods or performs services.

UNIT V: COMMUNITIES AND THEIR WANTS

SECTION 1 Makers and Users

CONCEPT SEEKING: Workers produce goods and services.

VALUE SEEKING: Children will be aware that most people are producers of goods or services.

METHODS OF INTELLIGENCE: Observing jobs that produce goods and service. Analyzing the needs of families for goods and service.

ACTIVITIES

1. Divide the class into two teams to pantomime jobs that are services. The teams will take turns pantomiming and guessing.

2. Have each child list three kinds of goods his family produces, and add the list to his notebook.

3. List on the chalkboard in two columns as many jobs as the class can think of under the headings "Goods" and "Services."

4. Let the children interview the school librarian. During the interview have the children ask about her job, the training involved, etc.

5. Have each child interview a worker who produces goods or performs services and report back to the class what he has learned.

UNIT V

SOURCES:

Films--Region XI

MP	51117	We Learn About the Telephone
MP	739	We Make Butter
MP	552	Colonial Children

LIBRARY BOOKS

Darbin. About Foresters, Melmont Press.
Greene. I Want To Be a Postman, Children's Press.
Greene. I Want To Be a Roadbuilder, Children's Press.

EVALUATION: Have each child write a paragraph about a worker who produces goods and another paragraph about a worker who performs services and add the paragraphs to his notebook.

NOTES:

UNIT V: COMMUNITIES AND THEIR WANTS

SECTION 2 Using Resources to Trade

CONCEPT SEEKING: All work is interdependent.

VALUE SEEKING: Children begin to be aware that jobs are interdependent.

METHODS OF INTELLIGENCE: Observing resources and related jobs. Inferring that jobs depend on resources.

ACTIVITIES

1. Discuss the Pilgrims and their jobs. Ask "Why did the Pilgrims do these things?" Stress that a job is not always done for money.

2. List together some businesses in Fort Worth that are linked to businesses in other communities. Ask "What would happen if one of the business links failed?"

3. List on the chalkboard all the resources the class knows about in the Fort Worth area. Ask "What jobs are available because of these resources?"

4. Invite a resource person from the aircraft industry to talk about jobs that are related to that industry. Ask him to tell why he located in Fort Worth and how each worker's job depends upon the other workers.

5. Make a list of resources found in Texas and have the children match jobs to these resources.

UNIT V

SOURCES:

Films--Region XI

MP 120 Your Friend the Forest-
Save It or Destroy It
MP 303 Clothes We Wear

LIBRARY BOOKS

Greene. I Want To Be a Storekeeper, Children's Press.
Banks. How We Get Our Dairy Foods, Benefic, 1964.
Pitt. Let's Find Out About the City, Watts, 1968.

EVALUATION: Have each child list three resources found in the Fort Worth area and name at least one related job for each resource.

NOTES:

UNIT V: COMMUNITIES AND THEIR WANTS

SECTION 3 — Resources of one Community

CONCEPT SEEKING: All work is interdependent.

VALUE SEEKING: Children begin to see that communities depend upon other communities.

METHODS OF INTELLIGENCE: Comparing jobs in different communities and categorizing jobs.

ACTIVITIES

1. Compare, as a group activity, resources found in Houston and resources found in Fort Worth.

2. Discuss how Fort Worth and Houston are interdependent. Ask "What jobs would be found in each community?"

3. Use "Using What You Know" and "On Your Own" on p. 196 of the teacher's manual of The Social Sciences.

4. Pass out mimeographed sheets with three columns titled "Jobs Involving Skills," "Jobs Involving Ideas," and "Jobs Involving Strength." Each child should list at least three jobs in each column. Example:

Jobs Involving Skills	Jobs Involving Ideas	Jobs Involving Strength
mechanic tv repairman printer	newspaperman minister teacher	deliveryman construction worker dock worker

UNIT V

SOURCES:

Films--Region XI

MP 327 Food From the Sun
MP 61 Cattle Drive-A Day On a Western Range

LIBRARY BOOKS

Greene. I Want To Be a Teacher, Children's Press.
McCabe. How Communication Helps Us, Benefic.
Miner. True Book of Our Post Office and It's Helpers, Children's Press.
Chester. Let's Go To the Moon, Putnam, 1965.

EVALUATION: Have each child match jobs found in Houston and Fort Worth that are a direct result of the resources of the two cities.

Example:

aircraft workers	Houston
oil drillers	
ranchers	Fort Worth
astronauts	

NOTES:

UNIT V: COMMUNITIES AND THEIR WANTS

SECTION 4 Man As a Resource

CONCEPT SEEKING: Workers produce goods and services.

VALUE SEEKING: Children begin to see that all workers produce goods or perform services.

METHODS OF INTELLIGENCE: Observing various jobs. Analyzing man as a resource.

ACTIVITIES

1. Ask the children, "Who has moved because his father's job has moved?" Discuss as a group activity the reasons for the move, stressing man as a resource.

2. Discuss with the children the differences in a job whether a person is self-employed and a job where a person is employed by another person or business. Have each child decide whether his parents are self-employed or employed by someone else.

3. Have each child draw a picture of a man producing goods and another picture of a man performing a service.

4. The Alternative Experiences on p. 203 of the teacher's manual of The Social Sciences are excellent. Use them with the children.

UNIT V

SOURCES:

Films--Region XI

MP	51249	The Policeman
MP	321	Trucks and Trains
MP	832	The Doctor

Others--School Library

Kit: Neighborhood Workers

LIBRARY BOOKS

Bolin. I Know a House Builder, Putnam Press, 1968.
Greene. I Want To Be a Scientist, Children's Press.
Pope-Emmons. Let's Visit a Paper Mill, Taylor.
Pope-Emmons. Let's Visit a Fire Station, Taylor.

EVALUATION: Pass out duplicated copies of jobs and their definitions and ask the children to match them.

NOTES:

UNIT V: COMMUNITIES AND THEIR WANTS

SECTION 1, 2, 3, 4	Focus
CONCEPT SEEKING:	All workers produce goods or perform services.
VALUE SEEKING:	Children continue to be aware that all workers are producers of goods or performers of services.
METHODS OF INTELLIGENCE:	Analyzing various jobs that produce goods or perform services.

ACTIVITIES

1. The Additional Alternative Experiences on p. 206 of the teacher's manual of The Social Sciences are excellent. Use them with the children for evaluation of this unit.

2. Divide the class into three groups. Assign each group a great amount of money. Tell Group I to spend its money on television, Group II to spend its money on recreation, and Group III to spend its money on health services. Have each group report to the rest of the class the kinds of services that would be produced as an end result.

UNIT VI GRADE III

THE GOVERNMENT OF COMMUNITIES

Section 1. The Pilgrim's Government
Section 2. Taking Part in Government
Section 3. The Right to Vote
Section 4. A Change in Power
Section 5. Taxes and Tempers

CONCEPT

Social Control

UNIT OBJECTIVE

To help pupils become aware that many variables affect career choices

UNIT GENERALIZATION

A knowledge of one's American heritage can affect one's career choice.

UNIT VI: THE GOVERNMENT OF COMMUNITIES

LESSON: 1,2 — The Pilgrims' Government, Taking Part in Government

CONCEPT SEEKING: Culture affects career choices.

VALUE SEEKING: Children begin to be aware that social control is necessary.

METHODS OF INTELLIGENCE: Analyzing the jobs needed for social control. Inferring the need of the jobs.

ACTIVITIES

1. Discuss with the children the jobs in the courts ; such as, judge, lawyer, bailiff, and jailer. Stress why these jobs are needed.

2. Invite any member of the court; such as, lawyer or bailiff to talk with the class about the job he does, the training necessary for his job, and the skills involved in his job.

3. Role-play a court trial and involve the entire class if possible.

4. Conduct a class discussion about who enforces laws and why we must have laws.

5. Have the children bring pictures of policemen, patrolmen, lawyers, judges and jailers, and make a collage for the bulletin board.

UNIT VI

SOURCES:

Films--Region XI

MP 186 Holiday From Rules
MP 938 Ways to Settle Disputes

Others--School Library

Kits-Workers in the Neighborhood-
Policeman

LIBRARY BOOKS

Williams. I Know A Mayor, Putnam, 1967.
Pope-Emmons. Let's Visit A Policeman, Taylor.
Erdocs. Policemen Around the World, McGraw, 1967.

EVALUATION: Have each child choose one court-related job and write a paragraph telling why he would or would not like that as a career.

NOTES:

UNIT VI: THE GOVERNMENT OF COMMUNITIES

SECTION: 3 — The Right to Vote

CONCEPT SEEKING: Knowledge affects career choices.

VALUE SEEKING: Children begin to be aware that a knowledge of their American heritage affects career choices.

METHODS OF INTELLIGENCE: Investigating jobs connected with public voting. Comparing present and past knowledge.

ACTIVITIES

1. Conduct a class discussion with the children about who can vote today, and compare with who could vote in early America.

2. List the jobs, as a group activity, that are a direct result of public voting.

3. Have the children conduct a class election, using poll workers, ballot makers, and ballot counters.

4. Invite a poll worker to come to the class and talk about his job.

5. Have each child write a letter to an official asking about his job, the training necessary, and the skills involved.

UNIT VI

SOURCES:

Films--Region XI

MP 816 Let's Play Fair
MP 376 Beginning Responsibility-
Rules at School

LIBRARY BOOKS

Taylor. Fort Worth - 1800 to Now.
King. Communities and Social Needs, Laidlaw, 1968.

EVALUATION: Have each child write a paragraph about the jobs involved in taking a public poll.

NOTES:

UNIT VI: THE GOVERNMENT OF COMMUNITIES

SECTION: 4,5 — A Change In Power, Taxes and Tempers

CONCEPT SEEKING: Attitudes affect career choices.

VALUE SEEKING: Children begin to see that their attitude may affect their career choice.

METHODS OF INTELLIGENCE: Comparing military jobs. Observing jobs of the military.

ACTIVITIES

1. Ask the the children, "What do you think George Washington's job entailed?" Discuss with the children.

2. Conduct a class discussion about the jobs necessary because of a war.

3. Have the children compare the necessary jobs in Washington's army and the necessary jobs in today's army.

4. Ask the children the following questions and discuss at length:

   a. Are there rules to be followed in a war?
   b. Who makes the rules?
   c. What attitude do people take when the rules are changed?
   d. Are the jobs of individuals changed because of rule changes?

5. Invite someone from a recruiting office to come to the classroom and talk with the children about the job he does, the training necessary for his job, and the skills involved.

6. Invite a parent who has been in the military service to talk with the class about how his job now compares with the one he had in the military service, if his military training affected his career choice, and other relevant topics.

UNIT VI

SOURCES:

Films--Region XI

MP 915 We Play and Share Together
MP 73 Honest Woodsman

Others--School Library

Kit - Community and Workers
Helpers, use card
surveyor

LIBRARY BOOKS

Pope-Emmons. Let's Visit Our Nation's Capital, Taylor Publishing Company, Series II.
King. Communities and Social Needs, Laidlaw, 1968.

EVALUATION: Have each child list five military jobs and write a paragraph telling why each job is necessary to our society.

NOTES:

UNIT VI: THE GOVERNMENT OF COMMUNITIES

SECTION:	Focus
CONCEPT SEEKING:	Culture affects career choices.
VALUE SEEKING:	Children further their understanding that all aspects of culture affect career choices.
METHODS OF INTELLIGENCE:	Recognizing jobs of American government.

ACTIVITIES

1. Have each child read a library book dealing with American history or government and make an oral book report stressing the jobs found in the book.

2. Have the children play the "Scrambled Word" game. Use only the jobs found in this unit. Example:
   nasetor--------senator
   senreptaretive-------representative

UNIT VII GRADE III

A GOVERNMENT FOR ALL THE PEOPLE

CONCEPT

Social Control

Section 1. United Action
Section 2. A Declaration of Freedom
Section 3. A New Set of Laws
Section 4. Beginning Again

UNIT OBJECTIVE

1. To help pupils become aware that many variables affect career choices

2. To help pupils become aware of the world of work

UNIT GENERALIZATION

A knowledge of one's culture affects one's career choice.

UNIT VII: A GOVERNMENT FOR ALL THE PEOPLE

SECTION: 1 United Action

CONCEPT SEEKING: Knowledge affects career choices.

VALUE SEEKING: Children begin to recognize that a knowledge of the past affects present career choices.

METHODS OF INTELLIGENCE: Comparing colonial jobs with modern jobs. Recalling various jobs of the past.

ACTIVITIES

1. Have the children locate and list all the jobs of colonial times, p. 231 of The Social Sciences.

2. Show the film, "The Little Red Hen," and discuss with the children all the jobs necessary in making bread from wheat. Stress the role of the miller in colonial times.

3. Have the children find pictures of farmers doing their jobs by hand and of farmers today.

4. Discuss with the children the job of the shoemaker. Find pictures, if possible, and trace the shoemaker's role from colonial times to modern times.

5. Have the children trace the jobs involved in transporting tea from England to the United States.

UNIT VII

SOURCES:

Films--Region XI

MP 468 Paul Revere's Ride
MP 59 Little Red Hen

LIBRARY BOOKS

Forbes. Paul Revere, Mifflin, 1946.
Tousey. Stagecoach Sam, Hale, 1940.
Koral. George Washington, House, 1954.
Snavely. Shoes for Angela, Follett, 1963.

EVALUATION: Have the children list and define three jobs that existed during colonial times.

NOTES:

UNIT VII: A GOVERNMENT FOR ALL THE PEOPLE

SECTION: 2 — A Declaration of Freedom

CONCEPT SEEKING: All work is interdependent.

VALUE SEEKING: Children begin to realize that workers depend on other workers.

METHODS OF INTELLIGENCE: Analyzing various jobs. Observing workers at their jobs.

ACTIVITIES

1. Discuss with the children all the jobs involved in settling different types of disagreements.

2. Discuss with the children the work involved in writing the Declaration of Independence.

3. Discuss with the children the different jobs involved in writing legal documents today.

4. Have the children work in groups and write "mock" legal documents such as laws for our class. Have them role play all the jobs involved in writing legal documents (Example: filing clerk, typist, lawyer).

5. Invite a lawyer to talk with the class about his job and how it relates to writing legal documents. Have him talk about the people who work with him.

UNIT VII

SOURCES:

Films--Region XI

MP 418 What Does Our Flag Mean?
MP 996 Playing Together
MP 484 Pledge of Allegiance-
What The Words Mean

Filmstrips--School Library

Writing the Declaration of
Independence
People Solve City Problems

LIBRARY BOOKS

World Book Encyclopedia. Thomas Jefferson, Volume J.
Greene. I Want to Be a Roadbuilder, Children's Press.
Greene. I Want to Be a Storekeeper, Children's Press.

EVALUATION: Have each child pretend to have been present at the writing of the Declaration of Independence. Ask him to write a paragraph discussing the job he would have performed and why.

NOTES:

UNIT VII: A GOVERNMENT FOR ALL THE PEOPLE

SECTION: 3,4 — A New Set of Laws, Beginning Again

CONCEPT SEEKING: All workers produce goods or services.

VALUE SEEKING: Children begin to be aware of the variety of services.

METHODS OF INTELLIGENCE: Investigating jobs of leadership. Analyzing their importance.

ACTIVITIES

1. Make a chalkboard list, with the children's help, of leadership jobs and discuss why leaders are necessary.

2. Have the children look at the picture on p. 248 of The Social Sciences. Discuss the work being done in that picture and compare it to cargo shipping today. Stress the importance of a leader.

3. Have the children role-play the following situations, stressing the jobs needed for each.
   a. A shipowner trying to load his cargo ship
   b. A merchant bargaining for a load of sugar or molasses
   c. A shoemaker trying to get help for his busy shop
   d. A militia officer trying to recruit members

4. Discuss with the children the necessity of having a President. Have them list all the jobs they know that he does.

UNIT VII

SOURCES:

Films--Region XI

MP 1125 Our Country's Song
MP 198 Our Country's Flag

Filmstrips--School Library

City Problems are People Problems

LIBRARY BOOKS

Geogiady. Our Country's Flag, Follett, 1964.
Geogiady. Our National Anthem, Follett, 1964.
Williams. I Know a Mayor, Putnam, 1967.
Greene. I Want to Be A Teacher, Children's Press.
Voight. I Know a Librarian, Putnam, 1966.

EVALUATION: Have the children list five characteristics of a good leader and name three men who have jobs of leadership.

NOTES:

UNIT VII: A GOVERNMENT FOR ALL THE PEOPLE

SECTION	Focus
CONCEPT SEEKING:	Culture affects career choices.
VALUE SEEKING:	Children begin to perceive that all aspects of the culture affects career choices.
METHODS OF INTELLIGENCE:	Recalling jobs that produce services. Analyzing jobs of the past and present.

ACTIVITIES

1. Have the children list five jobs that produce services that were discussed in this unit.

2. Have the children write a paragraph telling how all the workers in a lawyer's office are dependent upon each other.

3. Have each child choose one colonial job and trace it to modern times.

UNIT VII: A GOVERNMENT FOR ALL THE PEOPLE

SECTION	End As Beginning
CONCEPT SEEKING:	Knowledge affects career choices.
VALUE SEEKING:	Children will have a deeper awareness of careers.
METHODS OF INTELLIGENCE:	Observing various jobs. Analyzing jobs of early America and today.

ACTIVITIES

1. Have the children make two large murals depicting early American jobs and jobs of today.

2. Have each child list five jobs needed in early America that are not needed today. Have him list five modern day jobs that were not needed in early America.

3. Have each child list the jobs involved in keeping our water supply clean, our streets clean, and our garbage collected.

4. Have each child write a paragraph stressing the importance of the jobs in activity 3 (above) and tell what would happen if we did not have these jobs available.

5. Have the children use the activities on p. 265 of The Social Sciences. They are excellent. The activities on p. 286 of the teacher's manual of The Social Sciences also are pertinent to career education.

6. Have each child write a paper about the kind of work he wants to do when he grows up and to tell why he wants to do it, the training he will need, and what he will do on the job. Discuss with each child his decision and point out whether it has changed or not.

PART FIVE GRADE FOUR

CAREER EDUCATION

GOALS AND CONCEPTS GRADE FOUR

I. GOAL A: To help the pupils develop a positive self-image

1. Individuals have worth.
2. Self-awareness is important.
3. Abilities are different.
4. Interests are different.
5. People have likenesses and differences.
6. Individuals are unique.
7. Getting along with others is important.
8. Values are different.
9. Limitations are different.

II. GOAL B: To help the pupils become aware that many variables affect career choices

1. Interests affect career choices.
2. Hobbies and leisure time affect career choices.
3. Attitudes affect career choices.
4. Geographical locations affect career choices.
5. Knowledge affects career choices.
6. Environment affects career choices.
7. Culture affects career choices.
8. The world changes, people change, jobs change.
9. Economy and industry of an environment affect work.
10. The role of a citizen, his values, standards, and grouping affect lives and careers today.

III. GOAL C: To help the pupils become aware that school helps prepare for the future

1. Cooperation with others is important.
2. Basic skills are necessary.
3. Training and education are necessary for many occupations.
4. Men can change some environments with education, training and cooperation.
5. Some kinds of behavior are learned and some are inborn.
6. Most learning involves the trial and error method, or conditioned response.

IV. GOAL D: To help the pupils become aware of the world of work in their universe

1. Work has dignity.
2. Work is interdependent.
3. All workers produce either goods or perform services.
4. Work is personally rewarding.
5. Many different skills are needed.

V. GOAL E: To help the pupils become aware that adaptation and respondence to the environment are necessary and affect career choices

1. Adaptation to various climate regions affects the types of jobs available.
2. Social control is necessary for productive living and working.
3. People learn to adapt their lives and careers from the experiences of themselves and others.
4. Conservation of our natural resources is a necessary part of life.

UNIT I GRADE IV

ACTING IN A GROUP

Section 1. The Blackfeet
Section 2. Sharing In the Group
Section 3. The Leader of the Group

CONCEPT

Group Behavior

UNIT OBJECTIVE

1. To help pupils become aware that school helps prepare for the future
2. To help pupils become aware of the world of work in their universe
3. To help pupils develop a positive self-image

UNIT GENERALIZATION

Children will recognize that all groups have standards of behavior and accepted customs.

UNIT I: ACTING IN A GROUP

SECTION 1 — The Blackfeet

CONCEPT SEEKING: Cooperation with others is important.

VALUE SEEKING: Children will become aware that behavioral patterns of people vary according to an individual role within a group.

METHODS OF INTELLIGENCE: Observing and analyzing group situations and how cooperation is important.

ACTIVITIES

1. Children will observe their family groups and tell what skills are needed by different members in the family and how it helps for each member to cooperate.
2. Children will make a list of jobs to be done in the classroom and in the school. Children will tell why each is important and why group cooperation is necessary.
3. Let the children compare the norms of behavior of the Blackfeet people and of people today. Refer to p. 8 of The Social Sciences manual.
4. Refer to p. 11 of The Social Sciences manual. Include in the discussion "How will working in school groups prepare you for the future?"
5. Refer to p. 13 of The Social Sciences manual. Discuss with the class different roles people have and include in the discussion "Will you always have the roles you have now?"
6. Show filmstrips "What Else Do Fathers Do?" and "Just What Do Mothers Do?" Have the class discussion comparing the family situations in the filmstrips with their own and with the Blackfeet homes.
7. Use the multi-media kit "Family and Community Life" for the purpose of studying cooperation in groups.

UNIT I

SOURCES:

Films--Region XI

MP 1354 Houses I Live In
MP 1309 Learning From Class Discussion

Filmstrips--School Library

KT 33 Multi Media Kit-Family and Community Life
American Indian
60061 What Else Do Fathers Do?
Just What Do Mothers Do?

LIBRARY BOOKS

King, Frederick M. Families and Social Needs, Laidlaw, 1968.
Jarolimek, John. Living As School Friends, MacMillan, 1969.
Gridley. Indians of Yesterday, Donohue, 1940.
Mill, E. Good Citizens, Good Neighbors, Melmont, 1958.

EVALUATION: Have oral and written comparison by the children of individual family groups with the Blackfeet Indian groups.

NOTES:

UNIT I: ACTING IN A GROUP

SECTION 2 — Sharing In the Group

CONCEPT SEEKING: All work is interdependent.

VALUE SEEKING: Help pupils become aware that each kind of work has its own dignity.

METHODS OF INTELLIGENCE:
Analyzing the fact that members in a group have a central purpose or goal.
Discussing with a professional sportsman aspects of professional sports.
Comparing sports of America (baseball) to sports of Nigeria (soccer).
Inferring rules as necessary for success in any game.

ACTIVITIES

1. Play a game of baseball and leave out various players to show that each member on the team plays an important role.
2. Let the children compare the cultures of Nigeria and America for the purpose of showing interdependence.
3. Let the children compare the national sports of America (baseball) with the national sports of Nigeria (soccer) and discuss how people can make a living in professional sports.
4. Play the game "Simon Says" to show that following the rules of the game and good sportsmanship are essential to success. Compare this simple game with a job situation (choose any occupation).
5. Form a work band including such key words as groups, goal, interract, interdependent and behavior. Children, by role-playing, will show that they know the meanings of words. The children will use the words in written sentences.
6. Invite a professional sportsman to speak to the class about his profession. Discuss money, qualifications, time, location, etc. Children may ask questions.

UNIT I

SOURCES:

Films--Region XI

MP	51192	Nigeria and Biafra
MP	1580	Beginning Responsibility-Being a Good Sport
MP	816	Let's Play Fair

Filmstrips--School Library

60031	Mail Delivery
	What Else Do Fathers Do?
613	Health, Rest and Sleep
960	Nigeria

LIBRARY BOOKS

Judson, C. People Who Work in the Country and the City, Hale, 1943.
Caldwell, J. Let's Visit West Africa, Day, 1962.
Cooke, D. Better Baseball For Boys, Dodd Mead, 1959.

EVALUATION: Children will play a game, such as baseball, and the teacher will observe if the players have applied the concept of interdependence.

NOTE:

UNIT I: ACTING IN A GROUP

SECTION 3 — The Leader of the Group

CONCEPT SEEKING: 1. Abilities are different. 2. Interests are different. 3. Attitudes are different.

VALUE SEEKING: Children will become aware of qualities needed for leadership.

METHODS OF INTELLIGENCE: Discussing with community leaders. Analyzing why people become leaders.

ACTIVITIES

1. Let the children write letters inviting community leaders; such as, ministers, principals, department store managers, etc., to visit the class.

2. Let the children have a question and answer period with community leaders about responsibilities, qualifications, etc.

3. Let the children answer a "Wand-Ad" for a position of leadership and include the training and qualifications they would need to fill the position.

4. Let the pupils play the role of employer and employee and go through all phases of a job interview.

5. Have the children write and illustrate "What I Want To Be When I Grow Up."

UNIT I

SOURCES:

Others--School Library

Learning In the Park
Photoboards 4, 5 and 6

LIBRARY BOOKS

Young, M. The Picture Life of Ralph Bunche, Watts, 1968.
Colver, A. Abraham Lincoln, Carrard, 1960.
McGuire, E. They Made America Great, Macmillan, 1964.
Green, Carla. I Want To Be, Children's Press, 1957.
Bolton, S. Lives of Poor Boys Who Became Famous, Crowell, 1947.
Henroid, Lorraine. I Know Series, Putnam, 1967.

EVALUATION: The teacher will observe the differences in abilities, interests and attitudes of the children in the class.

NOTES:

UNIT I: ACTING IN A GROUP

SECTION 1, 2, 3 — Focus

CONCEPT SEEKING: Cooperation with others is important.

VALUE SEEKING: Children will continue to use group activities as a basis for practicing sharing and cooperating.

METHODS OF INTELLIGENCE: Analyzing the interaction of members in a group.

ACTIVITIES

1. Let the class make a mural showing Indian homes and activities. Children will work in small groups, according to ability and interest, to plan the mural. One group might sketch the scenes, another group might paint, another group do the research to put the ideas together, etc.

   Teacher will observe the children working in a group situation in which cooperation is a necessary part.

UNIT II GRADE IV

ACTING AS A PERSON

Section 1. Learning To Respond
Section 2. Trying Again and Again
Section 3. Seeing Into a Problem
Section 4. Building on What You Know

CONCEPT

Environment

UNIT OBJECTIVE

1. To help pupils become aware that adaptation to environment is necessary and affects career choices

2. To help pupils become aware that school helps prepare for the future

3. To help pupils develop a positive self-image

4. To help pupils become aware that many variables affect career choices

UNIT GENERALIZATION

Children will recognize that, as the world changes, people and their occupations change.

UNIT II: ACTING AS A PERSON

SECTION 1	Learning to Respond
CONCEPT SEEKING:	1. Individuals have worth. 2. Self-awareness is important. 3. Abilities are different. 4. Interests are different. 5. Attitudes are different. 6. Values are different. 7. Limitations are different.
VALUE SEEKING:	Children will begin to recognize that in spite of differences in behavioral patterns they are important and worthwhile.
METHODS OF INTELLIGENCE:	Observing group behavior and analyzing the reasons why people behave as they do. Writing self-image papers and taking self-rating tests.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Have the children write papers on self-analysis. Example:

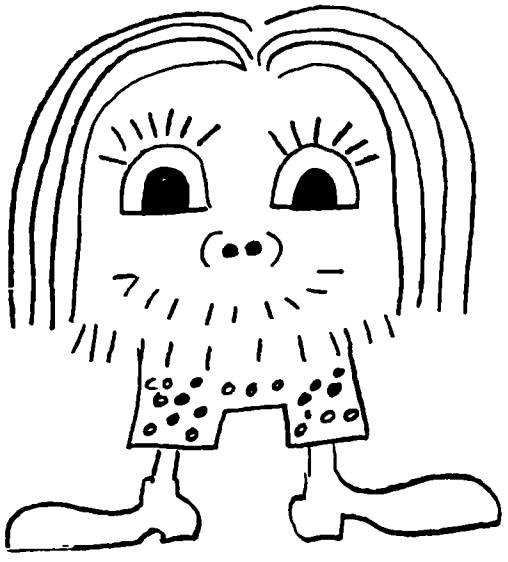
   A Good Life To Me Is....
   Happiness Is.... (1,2,3,4,5, & 6)

2. The class might take a field trip to the zoo to observe and compare animal group behavior to that of humans. (1,2,3,4,5 & 6)

3. The children will play a game, "Charades" to observe and react to different actions. One child will pantomime a story, song idea, etc., and the other children will guess what he is doing. (1,2,3,4,5 & 6)

4. The school psychologist might visit the class to help the pupils understand terms the psychologist uses, why he learns how people behave as they do, techniques he uses, the role of an educational psychologist and how it differs from a clinical psychologist. Refer to p. 45 of The Social Sciences manual. (1,2,3,4,5 & 6)

5. Have the children use the "Just For Fun" sheet (included). This activity will challenge the imagination and encourage creative writing while causing the children to think about behavior.



JUST FOR FUN

I am as strange as I can be.
My body is hairy, as you can see.

My feet are big; my eyes are too.
I surely look different than you.

Where do I live? What do I do?
I do not know, do you?

I have no name, which makes me sad.
I wish you would name me, and make me glad!

So pick up your pencil and begin.
Write about me and make me grin.

RHYTHMIC SPEECH CANON

RIDDLE, RIDDLE, RIDDLE, REE!

DO WHAT I DO AFTER ME.

STAMP, CLAP, STAMP, CLAP,

SWAY -, SWAY - .

TOUCH YOUR NOSE, TOUCH YOUR TOES,

ROUND IN A CIRCLE EACH ONE GOES.

BOW ONCE, BOW TWICE,

BEND DOWN LOW AND PLANT SOME RICE.

LIFT YOUR HANDS UP TO THE SKY.

SHAKE THEM OUT AS SUNBEAMS DIE.

CLAP YOUR HANDS, STAMP YOUR FEET.

CYMBALS CLASH, AND THAT'S COMPLETE!

ALL ABOUT ME

1. My name is_____.

2. I am _____years old and in the _____grade.

3. My teacher is_____.

4. The name of my school is _____and my principal is_____.

5. The thing I like best about school is_____.

6. My hobby is_____.

* * * * * *

These statements are designed, you see, to show you what I think about me! Circle the number of the statement that best expresses your feelings.

A. In my group the children like me: 1. all of the time 2. most of the time 3. very little

B. In my class I am: 1. the smartest 2. next to the smartest 3. not so smart

C. When I look in the mirror: 1. I am proud of myself. 2. I feel that I could improve. 3. I am not very happy.

D. When I have an assignment, I am: 1. always dependable 2. sometimes dependable 3. very seldom dependable

E. I feel happy: 1. always 2. sometimes 3. very seldom

F. I have: 1. many friends 2. a few close friends 3. no friends

G. Usually I like to be: 1. with a lot of people 2. with only my favorite pals 3. by myself

H. I like to play with children who are: 1. older 2. my age 3. younger

I. It is nice to share with others: 1. all of the time 2. some of the time 3. not too often

J. When I have work to do, I would rather work: 1. with a large group of people 2. with only a few people 3. alone

UNIT II

SOURCES:

Films--Region XI

MP 1586 Working With Others
MP 1585 Guidance - Does Color Really Make a Difference?
MP 135 I'm No Fool With Fire
MP 134 I'm No Fool With a Bicycle

Filmstrips--School Library

Responding - A Big Secret

LIBRARY BOOKS

Nemec, L. School Friends, MacMillan, 1940.
Brownell, C. Living and Doing, American, 1943.

EVALUATION: Teacher Observation--teacher will observe attitudes of different class members. A self-rating test will be given to the children to help the teacher decide which children need more help in gaining self-confidence within a group. The test will be given again later in the year to observe what change, if any, has occurred. A copy of the test is included.

NOTES:

UNIT II: ACTING AS A PERSON

SECTION 2 — Trying Again and Again

CONCEPT SEEKING: 1. Most learning involves the trial and error method or conditioned response. 2. Attitudes are different. 3. Interests are different.

VALUE SEEKING: Help children recognize that being willing to try something new may influence career choice later.

METHODS OF INTELLIGENCE: Participating in activities to show trial and error method. Analyzing different methods of learning. Inferring that attitudes toward learning may affect career choices later.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Children may work a crossword puzzle to show how the trial and error method works. Use one of your own or the Weekly Reader has one each week. (1)

2. Children will participate in activities that show learning as a conscious process; such as, the ones listed on p. 50 in The Social Sciences manual. (1)

3. Have the children gather materials; such as, box, broom or mop handle, contact paper, construction or butcher paper, glue, and magazine or hand-drawn pictures, in order to construct a television. Let the children and teacher plan committees to choose areas of interest and complete several new ideas to show and discuss with the class via the television set. (3)

4. The class will take the sentence completion test to show attitudes toward learning. A copy of the test follows:

    1. I'd like to know....
    2. My work at school....
    3. Most of the time....
    4. Our family....
    5. Usually I feel....
    6. Very often money....
    7. Training....
    8. If....
    9. Working....
    10. When I grow up....

5. Have the children use the "Friendly Rhymes" as a choral reading to show response to each other. A copy of this is included. (2)

6. Children may read books listed as extra reading. They concern people who would not give up. (1, 2 & 3)

UNIT II

SOURCES:

Films--Region XI

MP 421 Learning From Disappointments

LIBRARY BOOKS

Sperry, A. Call It Courage, MacMillan, 1940.
Wilkie. Man Who Wouldn't Give Up, REC, 1961
Baum, Wizard of Oz, Bobbs-Merrill, 1944.
Henry, M. Justin Morgan Had a Horse, New Method, 1954.

EVALUATION: Rating by teacher--teacher will rate children according to their willingness to try new processes and skills. This evaluation will be continuous.

NOTES:

UNIT II: ACTING AS A PERSON

SECTION 3	Seeing Into a Problem
CONCEPT SEEKING:	1. Basic skills learned in school are important for most jobs. 2. Abilities are different.
VALUE SEEKING:	Most children are able to learn basic skills by gaining insight into subjects taught in school.
METHODS OF INTELLIGENCE:	Analyzing the meaning of insight into basic skills and inferring how it applies to the process of learning.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Children may make a list of occupations and tell which basic skills are needed for each occupation. (1)

2. Children may take a field trip into any local business to observe occupations at various levels. Example: post office, newspaper, bakery, dairy, etc. (1 & 2)

3. Children may interview different workers on their jobs to find out the basic skills needed for their jobs. (1 & 2)

4. Class will tour their own school building for the purpose of observing the various skills needed by workers in the building. (1 & 2)

5. Show charts, "Workers in Our Neighborhood," and discuss the various occupations in relation to the amount of training needed for each. (1 & 2)

UNIT II

SOURCES:

Others--School Library

Workers In Our Neighborhood, Set I
McGraw-Hill

LIBRARY BOOKS

Pope-Emmons. Let's Go To a Supermarket, Taylor, 1970.
Pope-Emmons. Let's Visit a Farm, Taylor.

EVALUATION: Research and report--each child will make a report on a different worker; such as, qualifications needed, pay scale, hours involved, location, whether traveling is necessary, indoor or outdoor work, etc., and include basic skills needed to perform the job. Let the children illustrate different job skills.

NOTES:

UNIT II: ACTING AS A PERSON

SECTION 4	Building On What You Know
CONCEPT SEEKING:	1. Training and education are necessary for many occupations. 2. Abilities are different. 3. Interests are different.
VALUE SEEKING:	To help children recognize that the occupations people choose enables them to change their environment.
METHODS OF INTELLIGENCE:	Recalling ways various workers are related to environmental changes. Observing how growing things affect environment. Inferring from a "clean-up" activity that people are able to change their environment.

ACTIVITIES

1. Children might join a local "Clean Up-Fix Up" group or form one of their own to improve the community they live in. (1, 2 & 3)

2. By research and class discussion children will become familiar with the natural resources of their state and the job opportunities involved. (1, 2 & 3)

4. Use the multi-media kit, "The Environmental Crisis," to become familiar with problems of the environment and how we can help. The kit includes filmstrips and records. (1, 2 & 3)

5. Let the children listen to the record, "More Nature Songs," side 2 on conservation. They may sing the songs and pantomime the various activities. (1)

UNIT II

SOURCES:

Films--Region XI

MP 419 What Is a Neighborhood?
KT 70 Multi-media Kit-The Environmental Crisis

Others--School Library

MR 0320 More Nature Songs record
Marais and Miranda
Towns and Cities

LIBRARY BOOKS

Blackwood, P. The World and Its Wonders, Child Publishers, 1960.
Carpenter, H. Our Environment, Allyn, 1947.
Curtis. Conservation in America, Lyons, 1947.
Hogner, D. Conservation in America, Lippincott, 1958.
King, F. Communities and Social Needs, Laidlaw, 1968.
Smith. Our Environment-How We Adapt Ourselves To It, Allyn, 1952.
Wood. Our Environment-How We Use and Control It, Allyn, 1948.
Wood, G. Our Environment, Allyn, 1952.

EVALUATION: This will be evaluated with the focus activity.

NOTES:

UNIT I: ACTING AS A PERSON

SECTION 1, 2, 3, 4	Focus
CONCEPT SEEKING:	Man can change environment with education and training.
VALUE SEEKING:	Children will continue to see how attitudes, interests, hobbies and leisure time affect career choices.
METHODS OF INTELLIGENCE:	Analyzing and comparing past responses to environment with future plans.

EVALUATING ACTIVITY

Children may write papers "How will my environment change in the next ten years?" Include what contributions they hope to make.

Teacher will collect and keep all self-analysis type papers written by children throughout the year for the purpose of evaluating progress made.

Booklets may be made by each child in order to keep papers throughout the year.

NOTES:

UNIT III GRADE IV

ACTING TO USE RESOURCES

Section 1. The Treasure
Section 2. Water
Section 3. The Farmer And His Work
Section 4. Two Families--East And West
Section 5. Saving The Land

CONCEPT

Adaptation To Environment

UNIT OBJECTIVE

1. To help pupils become aware that adaptation and respondence to the environment are necessary and affect career choices

2. To help pupils become aware that many variables affect career choices

3. To help pupils develop a positive self-image

4. To help pupils become aware that school helps prepare for the future

UNIT GENERALIZATION

Children will recognize the necessity of people working together to conserve natural resources.

UNIT III: ACTING TO USE RESOURCES

SECTION: 1 The Treasure

CONCEPT SEEKING: We depend on our land for the necessities of life.

VALUE SEEKING: To recognize that all jobs are directly or indirectly affected by the land.

METHODS OF INTELLIGENCE: Analyzing importance of soil and inferring that people are dependent on it for food, shelter, and clothing.

ACTIVITIES

1. Use activity on p. 94, Social Sciences guide. Invite a resource person whose work is affected by different kinds of soil to speak to the class. Examples are given in the Social Sciences guide.

2. Secure shoe boxes, different kinds of soil, mustard, or other fast growing seeds. Divide class into groups, plant seeds, record date, and observe conditions necessary for good growth.

3. Show films about soil and how man uses it. Class will discuss what they learned at conclusion of film.

4. Children may read books from the suggested list or others that are similar to increase their knowledge of our land.

UNIT III

SORUCES:

Films--Region XI

MP	50055	New Earth
MP	451	Man Uses and Changes the Land
MP	412	Soil-What It Is, What It Does
MP	844	What Is Soil

Filmstrips--School Library

Our Planet Earth

LIBRARY BOOKS

Sutton, F. The How And Why Wonder Book of Our Earth, Merrill, 1960.

Miner, I. The True Book Of Plants We Know, Children's, 1953.

Provus, Malcolm. How We Get Our Shelter, Benefic, 1962.

McCall, E. How We Get Our Clothing, Benefic, 1961.

EVALUATION: Teacher Evaluation

Children will write short papers, stating in their own words, how we depend on the land for food, clothing, and shelter. Teacher will evaluate understanding shown by ideas stated in papers.

NOTES:

UNIT III: ACTING TO USE RESOURCES

SECTION: 2 Water

CONCEPT SEEKING:
1. Conservation of our natural resources is a necessary part of life.
2. Work has worth.

VALUE SEEKING: To help children recognize that our water resources must be conserved.

METHODS OF INTELLIGENCE: Analyzing why water is necessary for life and observing how it works for us.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Children may take a field trip to the Water Department to observe how water serves the city. Booklets are usually given to visitors about water and its value to us. (1,2)

2. Children will observe the various job opportunities in the Water Department. (1,2)

3. Have children draw and discuss the water cycle to learn about evaporation, condensation, precipitation. Show transparency "The Water Cycle." (1)

4. Children may collect small amounts of pond water to study under the microscope.

5. Refer to chapter 7 and chapter 8 of The Social Sciences for further study and discussion.

6. Books and films will be used for gaining insight into conserving water resources.

UNIT III

SORUCES:

Films--Region XI

MP 50754 Water-Lifeblood of the West
MP 720 Rain on the Plains

Filmstrips--School Library

The Oceans

Others--School Library

The Water Cycle--Transparency

LIBRARY BOOKS

Bonsall, G. The How And Why Wonder Book of Weather, Merrill, 1960.
Wyler, R. The First Book Of Weather, Watts, 1956.
Craig, G. The Earth And Living Things, Ginn, 1932.
Spiehaus, A. The Ocean Laboratory, Society Cir. Ed., 1967.
Cadbury, B. Forest And Salt Water, Society Cir. Ed., 1967.

EVALUATION: Children will tell in their own words how the water cycle works. They may illustrate by drawing pictures.

NOTES:

UNIT III: ACTING TO USE RESORUCES

SECTION: 3 — The Farmer and His Work

CONCEPT SEEKING:
1. People learn to adapt their careers from the experiences of others.
2. Many different skills are needed.

VALUE SEEKING: To help children recognize the importance of soil conservation.

METHODS OF INTELLIGENCE: Observing farm workers and analyzing how their work affects our lives.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Children will compare modern methods of farming today with methods used by the early settlers. Films, books and discussion may be used for making this comparison. (1)

2. Collect materials and construct a model farm in the classroom. Children may have plastic models from games at home. Use dirt, sticks, and scrap materials. This activity should show the different workers on the farm and the kinds of work they do. (1,2)

3. Some children may have families who own farms. They could share with the class first hand information about farm life.

4. Films, filmstrips and books will be used for research about the importance of farming.

UNIT III

SOURCES:

Films--Region XI

MP 50813 Central Farming Region-
Food For The Nation
MP 1206 Down On The Farm

LIBRARY BOOKS

Wilder, L. Farmer Boy, Harper, 1933.
Webster, H. What The World Eats, Houghton, 1938.
Harvey, L. Cotton Growing, Melmont, 1958.
Shannon, J. About Food, Melmont, 1961.
Wright, B. Good Morning Farm, Whitman, 1964.

Filmstrips--School Library

How Plants Live and Grow
Animals and Plants and Their Environment
From Farm To Table
Our Country Resources

EVALUATION: Teacher observation
Teacher will observe children as they work on the model farm and as they discuss plans for it, to evaluate understanding and attitudes about farming and soil conservation.

NOTES:

UNIT III: ACTING TO USE RESOURCES

SECTION: 4 — Two Families-East and West

CONCEPT SEEKING:
1. Geographical locations affect career choices.
2. Individuals have worth.

VALUE SEEKING: *To help children recognize that wage earners may be stationery or migratory.*

METHODS OF INTELLIGENCE: Observing of differences and similarities of stationery and migratory families. Analyzing the importance of both.

ACTIVITIES

1. Children will review map skills to become familiar with directions and geographical terms to be able to discuss job opportunities in various locations.

2. Ask children to bring examples of food or clothing that might have come from a different location. Trace the origin, the production, processing, transporting, etc. Discuss the many workers involved. (Each child would choose one product, research and share information with the class and show example).

3. Ask for volunteers from class who have had parents transferring from one location to another to discuss the occupations involved.

4. Films and books will be used for research.

UNIT III

SOURCES:

Films--Region XI

MP 51291 Vocations In Agriculture

Filmstrips--School Library

Different Neighborhoods
Our Homes and Communities

Others--School Library

Denoyer-Goppert
Series-(Geographical Terms)

LIBRARY BOOKS

Epstein, B. The First Book Of Maps And Globes, Watts, 1959.
Evans, E. Why We Live Where We Live, Brown-Little, 1953.
Meyer, J. Picture Book Of The Earth, Lothrop, 1949.
Bretz, R. How The Earth Is Changing, Follett, 1936.

EVALUATION: Test-matching--Give children a test to match definitions with geographical words.

NOTES:

UNIT III: ACTING TO USE RESOURCES

SECTION: 5 — Saving The Land

CONCEPT SEEKING: Conservation of natural resources is a necessary part of life.

VALUE SEEKING: To help children recognize that people with many different skills are needed to conserve our land.

METHODS OF INTELLIGNECE: Analyzing the reasons for soil conservation. Inferring that each person has a responsibility to his environment to conserve natural resources.

ACTIVITIES

1. Invite a resource person from the Conservation Department to speak to the class for the purpose of showing them how they can help conserve our natural resources.

2. Have the children write original papers, using their own ideas about how to save the land.

3. Ask the music teacher to teach the song "This Land Is Your Land," to class. This is to encourage pride in our country.

UNIT III

SOURCES:

Films--Region XI

MP	50055	New Earth
MP	70274	Man Uses And Changes The Land
MP	122	Your Friend, the Soil- Keep It or Lose It

Filmstrips--School Library

Animals, Plants And Their Environment

LIBRARY BOOKS

Whipple, G. Using Our Earth, MacMillan, 1849.
Cambell, E. Our World and How We Use It, Scott Foresman, 1950.
Gates, B. The True Book of Conservation, Children's, 1959.

EVALUATION: Children will write papers "This Land Is My Land." and explain why our land is important in our generation and for generations to come.
Teacher will observe insight gained and attitudes about conservation from pupil's paper.

NOTES:

UNIT III: ACTING TO USE RESOURCES

SECTION: 1,2,3,4,5	Focus
CONCEPT SEEKING:	Children will continue to grow in understanding of conservation.
VALUE SEEKING:	Children will continue to learn ways they can help conserve the land.
METHODS OF INTELLIGENCE:	Analyzing the occupations that would be directly involved in conservation. Inferring that we all have a part in saving our land.

ACTIVITIES

Activity and Culminating Evaluation

Collect magazine pictures of workers involved directly in conservation. Also pictures of other people helping to save our land. Arrange the pictures on a large poster board in a picture collage. Glue on pictures and spray with clear plastic. Display in room with the caption "Working Together To Save Our Land," or similar caption.

UNIT IV GRADE IV

ACTING TO SHARE RESOURCES

Section 1. Some Money of Your Own
Section 2. Choosing and Planning
Section 3. A Fair Exchange
Section 4. What's It Worth To You?
Section 5. Help Wanted

CONCEPT

Use of Resources

UNIT OBJECTIVE

1. To help pupils become aware that many variables affect career choices
2. To help pupils become aware of the world of work in the universe
3. To help pupils become aware that school helps prepare for the future

UNIT GENERALIZATION

Children will begin to recognize that in the world of work all honest labor has dignity.

UNIT IV: ACTING TO SHARE RESOURCES

SECTION 1 — Some Money of Your Own

CONCEPT SEEKING: 1. Some workers produce goods. 2. Some workers perform services. 3. Work is personally rewarding.

VALUE SEEKING: To help pupils recognize that one's income directly influences his ability to supply basic needs and desires.

METHODS OF INTELLIGENCE: Analyzing occupations of various kinds and inferring why they are valuable to the community. Comparing attitudes about the value placed on money.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Have class discussion. Ask the children, "If you had a dollar what would you do with it?" Look for different values children place on money. (3)

2. Have children choose an occupation and act out the job skills of that worker. Have them tell how these workers are valuable to their community. If part of the uniform or equipment is available, this would be impressive. (1, 2 & 3)

3. Show and discuss the film, "Using Money Wisely." (3)

4. Have children construct a model store, using non-breakable items from home, such as small cereal boxes and plastic containers. Rotate pupils in roles of delivery men, managers, cashiers, shoppers and stock helpers. Briefly point out the importance of each. (1 & 2)

UNIT IV

SOURCES:

Films--Region XI

MP	51084	Productivity-Key to Plenty
MP	377	Using Money Wisely
MP	50584	Money In the Bank and Out
MP	657	What Is Money?

LIBRARY BOOKS

Maddox, Edith E. When I Grow Up, National Dairy Council.
Francoise, S. What Do You Want to Be?, Scribners.
Barr, J. Busy Office, Busy People, 1967.
Stanek. How People Earn and Use Money, Benefic, 1968.

EVALUATION: Teacher observation--have the children play the game "What's My Line?" Each child will decide on an occupation. The class will question him about the qualifications of the job , whether he performs a service or produces goods, etc; and try to gain clues as to what the occupation might be. Teacher will observe and evaluate the pupils as they try to guess the occupations by questions and clues. This game will help the teacher to evaluate Lesson 2.

NOTES:

UNIT IV: ACTING TO SHARE RESOURCES

SECTION 2 — Choosing and Planning

CONCEPT SEEKING: Training and education are important to career choices.

VALUE SEEKING: Help children recognize that gaining information about all types of occupations is important in planning how they will make a living.

METHODS OF INTELLIGENCE: Inferring that the career choices people make influence the decisions they make in other phases of life.

ACTIVITIES

1. Ask the father of one of the children (from Dad's Club) to speak to the class about the many decisions the head of a household must make (Example: what job position to take, where to live, and what things the family can afford to buy).

2. Have the children play the game "Who Am I?" Class will respond to clues given by individuals pretending to be different workers. This should help acquaint class with various occupations.

3. Use films and books for research and class discussion.

4. Have the children write jingles and fill in blanks with missing occupations.

   Examples:

   When I grow up I want to be
   A registered __nurse__ because you see
   Patients and doctors depend on me.

   I'd like to be a __farmer__
   And till the land, you see
   For most of your food and clothing
   Somehow, depend on me.

   America moves on wheels, they say
   And so I'll drive a __truck__ one day
   Whether goods travel near or far
   My job is bringing them where you are.

UNIT IV

SOURCES:

Films--Region XI

MP 70286 You Can Change the World
MP 51019 Instructional Films-The New Way To Greater Education

LIBRARY BOOKS

Radlauer, R. Fathers At Work, Melmont.
Radlauer, R. Women At Work, Melmont.
Greene, C. I Want To Be Series, Follett, 1957.

EVALUATION: Have children group themselves according to careers selected. Pool ideas and then have a Junior Debating Team discuss, "Why I think my job is most important."

NOTES:

UNIT IV: ACTING TO SHARE RESOURCES

SECTION 3 A Fair Exchange

CONCEPT SEEKING: All work is interdependent.

VALUE SEEKING: Children begin to recognize that locally, nationally, and internationally, people depend on each other.

METHODS OF INTELLIGENCE: Analyzing what life would be like if we weren't interdependent with other people.

ACTIVITIES

1. Have the children tell what problems they would face if stranded on an island with no contact with other people.

2. Suggest that the children read the book, Swiss Family Robinson. This is about a family who was shipwrecked and stranded on an island. One or two of the children might report on the book and others might act out scenes from the story.

3. Let the children set up a trading post. They might bring inexpensive items from home to trade. This should help them understand how people helped each other before money was used for trading.

UNIT IV

SOURCES:

Films--Region XI

MP	50091	World Trade for Better Living
MP	1136	George's New Suit-Where Clothing Comes From
MP	845	From Silkworm to Parachute
MP	185	From Flax to Linen

LIBRARY BOOKS

Provus, M. How We Get Our Shelter, Benefic, 1962.
McCall, Edith. How We Get Our Clothing, Benefic, 1961.
McCabe. How Communication Helps, Benefic, 1964.
Havighurst. The First Book of Pioneers, Watts, 1959.
Russell. From Barter To Gold-The Story of Money, McNally, 1961.

EVALUATION: Have the children write short papers about the kind of a job they would like to do someday and tell how that job would depend on other people.

NOTES:

UNIT IV: ACTING TO SHARE RESOURCES

SECTION 4, 5	What's It Worth To You?, Help Wanted
CONCEPT SEEKING:	1. Work is personally rewarding. 2. Work has dignity. 3. Economy and industry of an environment affect work.
VALUE SEEKING:	To help children recognize that one's income directly influences his ability to supply basic needs and desires.
METHODS OF INTELLIGENCE:	Analyzing how different kinds of workers help and depend on each other. Inferring that each job is important.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Let the children continue to be involved in role-playing; such as, grocery store, and learning more about the various workers involved. (1 &2)

2. Have the children view the films, "Using Money Wisely" and "What Is Money?" Let the class discuss the films in relation to how they earn and use their own money. (1)

UNIT IV

SOURCES:

Films--Region XI

MP	50087	Booker T. Washington
MP	51214	Gold and You-Drain on Dollar
MP	1333	Law of Supply and Demand
MP	51084	Productivity-Key To Plenty
MP	51085	Security and Freedom

LIBRARY BOOKS

Hoffman. About Helpers That Work at Night, Melmont, 1964.
Judson. People Who Work, Hall, 1953.
Miner. The True Book of Our Post Office and Its Helpers, Children's Press, 1955.
Schneider. Let's Look Under the City, Scott, 1950.
Greene. I Want To Be Series, Children's Press, 1958.

EVALUATION: Teacher observation--each child may choose one example of a business and tell what jobs need to be done there, what workers are involved and how they help each other (Examples: school, airport, newspaper).

NOTES:

UNIT IV: ACTING TO SHARE RESOURCES

SECTION 1, 2, 3, 4, 5	Focus
CONCEPT SEEKING:	Children will continue to realize that work is personally rewarding.
VALUE SEEKING:	Children will continue learning about interdependence and why it is a necessary way of life.

EVALUATING ACTIVITY

1. Have the children choose and complete a project at home or at school and explain what materials were used and how it was made (Example: models, planes, cars, simple foods, doll clothes and science experiments).

   Hopefully the children will realize that work is personally rewarding.

UNIT V GRADE IV

RULES FOR INTERACTION

Section 1. Government in a New World
Section 2. Moving Beyond the Frontier
Section 3. Government and New Lands
Section 4. Nations Against Each Other
Section 5. Government on the Move

CONCEPT

Social Control

UNIT OBJECTIVE

1. To help pupils become aware that adaptation and respondence to the environment are necessary and affect career choices

2. To help pupils become aware that many variables affect career choices

3. To help pupils become aware that school helps prepare them for the future

4. To help pupils become aware of the world of work in their universe

UNIT GENERALIZATION

Children will begin to recognize that norms of behavior and laws are necessary social controls to promote interdependence.

UNIT V: RULES FOR INTERACTION

SECTION: 1	Government in a New World
CONCEPT SEEKING:	Social control is necessary for productive living.
VALUE SEEKING:	Children will begin to recognize that certain laws and standards have always been necessary for social control.
METHODS OF INTELLIGENCE:	Analyzing and practicing the democratic way and inferring how it can help individuals.

ACTIVITIES

1. Let children have a classroom election of class president, vice-president, secretary, and other officers. They may also decide on rules for the class to follow to make the room situation more functional for all.

2. Let the children have a mock presidential election using cartoon characters for candidates. Narrow the nominations to two candidates. Then children may decide which candidate to support and campaign for him. After a reasonable amount of time, let children cast their ballots.

3. Have the children listen to the records, "Voyages of Christopher Columbus" and "Landing of the Pilgrims" in order to show that following authority was necessary in building a new world.

UNIT V

SOURCES:

Films--Region XI

MP	50105	Presidential Elections
MP	245	Citizenship at Home
MP	810	Are You a Good Citizen?
MP	51057	Learning Democracy Through School-Community Projects

Others--School Library

Records: Voyages of Columbus
Landing of the Pilgrims
(by American Landmark)

LIBRARY BOOKS

Syme, Ronald. Columbus: Finder of the New World, William Morrow and Co., 1952.
McGuire. They Made America Great, MacMillan, 1964..
Henry. My American Heritage, Rand McNally, 1959.

EVALUATION: Teacher Observation-- teacher will continue to observe if the children are practicing the democratic process by observing classroom rules they have made.

NOTES:

UNIT V: RULES FOR INTERACTION

SECTION: 2	Moving Beyond the Frontier
CONCEPT SEEKING:	People learn to adapt their lives and careers from the experiences of others and themselves.
VALUE SEEKING:	Children will become aware that early settlers set the standards for democratic living.
METHODS OF INTELLIGENCE:	Contrasting standards for democratic living in pioneer days with today. Analyzing the occupations involved in law making and enforcement.

ACTIVITIES

1. Let children, through research and discussion, contrast laws needed by the early settlers with laws we need today (Example: homestead laws and traffic laws).

2. Have children list occupations of people who are involved with law making and law enforcement.

3. Invite one person involved with law making (city council, school board, etc.) and one person involved with law enforcement (policeman, lawyer, etc.) to speak to the class about their occupations.

4. Have the children take a field trip to a local law enforcement agency.

5. Let children use books and films for research and class discussion.

UNIT V

SOURCES:

Films--Region XI

MP	50868	Debt to the Past Government and Law
MP	772	Democracy
MP	51035	Basic Court Procedure

Filmstrips--School Library

978	The First American
940	Our Debt to the Past

Others--School Library

Record: American Landmark-
Daniel Boone

LIBRARY BOOKS

Morgan. Pioneering in Democracy, MacMillan, 1951.
Robbin. How and Why Wonder Book of Discoveries and Explorations, Grosset, 1961.
Dalgliesh. America Begins, Scribner, 1958.
Havighurst. The First Book of Pioneers-N.W. Territory, Watts, 1959.
Hartman. These United States and How They Came to Be, MacMillan, 1955.

EVALUATION: Have each child draw a picture of a person involved in law making and enforcement, and write original composition about the person's occupation. Suggested title: "I Am A...." Sign may be worn or held up to the class. Compositions may be taped for presentation to other groups.

NOTES:

UNIT V: RULES FOR INTERACTION

SECTION: 3,5	Government and New Lands, Government on the Move
CONCEPT SEEKING:	The world changes, people change, jobs change.
VALUE SEEKING:	Children will become aware that as the world changes, job opportunities and laws must change to meet the needs of people.
METHODS OF INTELLIGENCE:	Analyzing and contrasting the changes in our social structure and inferring how this affects the world of work.

ACTIVITIES

1. Have a class discussion. Ask children the question: What are some careers that have become more important in the last ten years? Mention and discuss briefly the following:
   - Space Program
   - Oceanography
   - Expanding Conservation Program Special
   - Special Fields of Education
   - Television Industry, etc.
   - Scientific Research - Medicine

2. Have children make maps (draw with felt-tip pen or crayon) like those on pages 218 and 220 of The Social Sciences manual to show how our land has changed since the 1700's and 1800's. Processes may vary.

3. Let children use books and films for research and class discussion.

UNIT V

SOURCES:

Films--Region XI

MP	70286	You Can Change the World
MP	1425	Evolution of the White House
MP	884	Your Government - The Congress
MP	50898	Colonial America in the 1760's

Filmstrips--School Library

912	Introduction to the Globe- Continents, and Oceans

LIBRARY BOOKS

Werner. The Golden Geography, Simon, 1952.
Elmo. Golden Picture Book of Questions and Answers, Golden Press, 1957.
Scharff. How and Why Wonder Book of Oceanography, Merrill, 1964.

EVALUATION: Have the children write papers or play the role of President George Washington or our president today. Discuss how the world has changed and therefore how the problems and responsibilities of the president have changed.

NOTES:

UNIT V: RULES FOR [illegible]TION

SECTION: 4 — Nations Against Each Other

CONCEPT SEEKING: Men can change some environment with education, training, and cooperation.

VALUE SEEKING: Children will begin to recognize that group behavior patterns and values affect social change.

METHODS OF INTELLIGENCE: Analyzing the problems between the Indians and the pioneers and comparing them with problems between nations today.

ACTIVITIES

1. Have the children listen to records and watch filmstrips of Indians of North America to learn about the Indians' way of life and some of the problems they faced.

2. Contrast the Indians' way of life in pioneer days and now, and list their contributions to our society.

3. Let the children use other films and books for research.

4. Have the children write and present an original skit about "The First Thanksgiving" showing cooperation between the Pilgrims and the Indians. Let the children make costumes.

UNIT V

SOURCES:

Films--Region XI

MP	50452	United States Expansion - Texas and the Far Southwest
MP	489	Stagecoach Westward
MP	523	Indian Influences in the United States
MP	70253	Indians of Early America

Others--School Library

Bowmar Record Album (with filmstrips)--Indians of North America

LIBRARY BOOKS

Brewster. The First Book of Indians, Watts, 1950.
Thompson. Getting to Know American Indians Today, Caward, 1955.
Baker. Our New Nation, Row, 1955.
Schraff, A. E. Black Courage, McCrae Smith Co., 1969.
Bontemps, Arna. American Negro Heritage, Century Communications, Inc., 1968.

EVALUATION: Have children discuss what jobs were essential for survival in pioneer days that are performed today as a means of earning a living.

NOTES:

UNIT V: RULES FOR INTERACTION

SECTION 1, 2, 3, 4, 5	Focus
CONCEPT SEEKING:	Children will realize that social control is necessary for productive living and work.
VALUE SEEKING:	Children will better understand our American heritage and how various group behavior patterns and values have brought social changes.

EVALUATION: Children will write or tell by giving reports about the contributions of various groups of people who have helped to make America great. They might also include social changes that have been occurring during the past ten years; such as, space travel, integration, the eighteen-year old vote and Women's Liberation.

UNIT VI GRADE IV

INTERACTING AS A NATION

Section 1. Government in California
Section 2. Groups, Conflicts and Government
Section 3. Groups and Their Government
Section 4. Government in Two New States
Section 5. We, The People

CONCEPT

Social Control

UNIT OBJECTIVE

1. To help pupils become aware of the world of work in their universe

2. To help pupils become aware that adaptation and respondence to the environment are necessary and affect career choices

3. To help pupils become aware that many variables affect career choices

UNIT GENERALIZATION

Children will begin to recognize that interdependence and wise use of natural resources are necessary for social control.

UNIT VI: ACTING AS A NATION

SECTION: 1,2,3	Government In California; Groups, Conflicts, and Government; Groups and Their Government.
CONCEPT SEEKING:	1. Social control is necessary for productive living and working. 2. All work is interdependent.
VALUE SEEKING:	Pupils will begin to recognize that law and order under proper social control can best benefit all.
METHODS OF INTELLIGENCE:	Observing the ways of life in the Old West and inferring what jobs and social controls were needed.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Have the children watch films "Gold Rush Boy" and "Golden West" and discuss how social control was needed in the early days of the West. (1&2)

2. Take the children on a field trip to Heritage Hall for the puppose of viewing scenes of the Old West. (2)

3. Let the class make a diorama showing the various jobs people had to do for survival in the Old West and showing the need for early social control. The diorama may be made in sections using shoe boxes and scrap materials. (1&2)

4. Let the children use books for research and enjoyment.

UNIT VI

SOURCES:

Films--Region XI

MP	50582	Gold Rush Boy
MP	989	Golden West
MP	763	Pony Express
MP	489	Stagecoach Westward

LIBRARY BOOKS

Elting. Question and Answer Book, Grosset, 1963.
Steele. We Were There With The Pony Express, Grosset, 1956.
Tunis, E. Frontier Living, Viking, 1961.
Felton, H. Pecos Bill, Texas Cowpuncher, Random, 1964.
Ingram, C. Pioneer Girl, Random, 1939.
Comfort, M. Flatboats and Wagon Wheels, Beckley, 1948.

EVALUATION:
1. Let children make reports about early law makers of the West, such as, Wyatt Earp, Judge Roy Bean, Wild Bill Hickok, and others.
2. Have the children participate in a "A Day in the Old West," using period costumes and display and discuss various projects the children have completed. Invite other classes to visit the room and enjoy the displays and activities.

NOTES:

UNIT VI: ACTING AS A NATION

SECTION: 4 — Government in Two New States

CONCEPT SEEKING:
1. Adaptation to various climate regions affects the types of jobs available.
2. Economy and industry of an environment affect work. 3. Culture affects work. 4. Geographical locations affect career choices.

VALUE SEEKING: Children will begin to recognize that climatic conditions affect the types of social controls needed in order for people to live and work together effectively.

METHODS OF INTELLIGENCE: Analyzing and comparing job opportunities in different geographical locations.

ACTIVITIES

1. Have the children pretend to be moving to Alaska or Hawaii in search of work. Call or write letters to the Chamber of Commerce of the capital city of each state or call or write our local research department, Star Telegram - 335-5571. Ask for "Youth Power" to find out about various jobs available. (1,2,3)

2. Use maps and globes to locate Hawaii and Alaska. By map study and discussion of climatic zones determine differences in the types of climate in each state. (1)

3. Compare the job opportunities in our state with those in Hawaii and Alaska. Tell how these are affected by geographical location. (1,2,3,4)

4. Have the children make charts showing industries and products of Hawaii and Alaska. (Pupils may draw or cut out pictures to enhance charts). For extra credit pupils may list products and industries for Texas.

5. Have children find out how and why some laws changed when Hawaii and Alaska became states.

UNIT VI

SOURCES:

Films--Region XI

MP	50030	Frontier Farmers of Alaska
MP	50820	Alaska-America's Northern Frontier
MP	50288	Alaska-The 49th State
MP	50821	Hawaii-America's Tropical State
MP	50712	Hawaii-The 50th State
MP	50291	I Live In Hawaii
MP	593	Eskimo Children
MP	139	Hawaiian Islands-Their Chief Industries

LIBRARY BOOKS

Geis, D. Let's Travel in Hawaii, Children's, 1960.
Dolch, E. Stories From Alaska, Garrard, 1961.
Dolch, E. Stories From Hawaii, Garrard, 1960.
Tompkins, S. Life In America, Alaska, Fielder, 1960.
Breetweld, Jim. Getting To Know Alaska, Coward, 1958.
Laschever, B. Getting To Know Hawaii, Coward, 1959.

EVALUATION: Have the children plan a Hawaiian Luau. They may make part of their costumes (leis, etc.), bring authentic foods from home; do the Hula, and sing songs.
Children will be evaluated on participation and planning.

NOTES:

UNIT VI: ACTING AS A NATION

SECTION: 5	We, The People
CONCEPT SEEKING:	1. Social control is necessary for productive living and working. 2. People learn to adapt their lives and careers from the experiences of themselves and others.
VALUE SEEKING:	Pupils will begin to recognize that the democratic way of life gives people the freedom to pursue the careers of their choice.
METHODS OF INTELLIGENCE:	Analyzing the meaning of the democratic way of life and inferring what it means to the individuals within a group.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Have children define and discuss terms used in the Pledge of Allegiance: republic, liberty, justice, nation, indivisible. (1)

2. Have children make flags (methods may vary) and tell the meaning of the stars (2) and stripes and their colors. In this activity try to bring out the fact that social controls were needed from the days of the early colonies (13 stripes) to the present day (50 stars). (1)

3. Have children read how the Star Spangled Banner came to be written and discuss how we have always had to fight to keep our country free. (1)

4. Have the children discuss how the democratic way of life affects career choices. (2)

UNIT VI

SOURCES:

Films--Region XI

MP	51213	We, The People, Story of Our Federal Government
MP	1125	Our Country's Song
MP	933	Our Living Constitution
MP	810	Are You a Good Citizen?
MP	198	Our Country's Flag
MP	483	Our National Anthem, The Star Spangled Banner

Others--School Library

Branches of Our Government

LIBRARY BOOKS

Carmer, C. America Sings, Knopf, 1942.
Miller, N. Star Spangled Banner, Children's, 1965.
Waller, L. Our Flag, Holt, 1960.
Melbo, I. Our America, Bobbs, 1937.
Petersham, M. An American ABC, Hale, 1941.

EVALUATION: The teacher will make a short sentence-completion test. Include sentences from the Pledge of Allegiance leaving out key words for the children to fill in. Also incomplete sentences from the Star Spangled Banner may be used.

NOTES:

UNIT VI: ACTING AS A NATION

SECTION: 1,2,3,4,5	Focus
CONCEPT SEEKING:	Social control is necessary for productive living and working.
VALUE SEEKING:	Children will continue to be aware that as our country has changed and grown there has been an increasing need for social controls.
METHODS OF INTELLIGENCE:	Analyzing problems faced by the pioneers during the Westward Movement. Comparing social controls needed then with those needed today.

EVALUATING ACTIVITY: Make a scrap book depicting scenes from pioneer life showing the hardships, conflicts, and adventures of the pioneers in establishing a new social order. Children may draw pictures or cut out magazine pictures for books.

NOTES:

THE END AS BEGINNING

EVALUATION - GRADE 4

CONCEPT SEEKING: Stability and change.

VALUE SEEKING: Children will grow in awareness that a positive self-image, basic skills, adaptation, and respondence to the environment affects the world of work and career choices of each individual.

CULMINATING ACTIVITIES

1. Have children write Haiku poems about "The World We Live In," Haiku poems are three lines. The first line has seven syllables, second line five syllables, third line seven syllables. The lines do not rhyme but should complete a thought, Example:
   The air we breathed, clean and fresh
   Streams and oceans clear
   World, how nice you used to be.

2. Invite resource persons such as a policeman, fireman, teacher, principal, cook, custodian, secretary, and nurse to "Meet the Press." Have selected children interview them about all phases of their occupations. Many of these helpers are available within the building. Selections may vary.

3. Have a classroom discussion presided over by officers elected by the class. Determine the effectiveness of the rules made and adhered to by the group.

4. Have the children write short papers or engage in a brief debate comparing the democratic way of life with other types of government, such as communism or monarchy, showing the advantages of a government of the people, by the people, and for the people.

5. As the last activity of the year, have children take the self-rating test again that they took earlier in the year. The teacher will evaluate them on the basis of improved attitudes and whether children have grown in self-awareness. After papers have been reviewed and discussed with each individual child, let the children put the papers in their Career Awareness folders.

PART SIX GRADE FIVE

CAREER EDUCATION

GOALS AND CONCEPTS GRADE FIVE

I. GOAL A: To help the pupils develop a positive self-image

1. Individuals have worth.
2. Self-awareness is important.
3. Abilities are different.
4. Interests are different.
5. People have likenesses and differences.
6. Indivuduals are unique.
7. Getting along with others is important.
8. Attitudes are different.
9. Values are different.
10. Limitations are different.

II. GOAL B: To help the pupils become aware that many variables affect career choices

1. Interests affect career choices.
2. Hobbies and leisure time affect career choices.
3. Attitudes affect career choices.
4. Geographical locations affect career choices.
5. Knowledge affects career choices.
6. Environment affects career choices.
7. Culture affects career choices.
8. The world changes, people change, jobs change.
9. Economy and industry of an environment affect work.
10. The role of a citizen, his values, standards, and grouping affect lives and careers today.
11. Nationality or ethnic grouping may affect career choices.

III. GOAL C: To help the pupils become aware that school helps prepare for the future

1. Cooperation with others is important.
2. Basic skills are necessary.
3. Training and education are necessary for many occupations.
4. Men can change some environments with education, training and cooperation.
5. Some kinds of behavior are learned and some are inborn.
6. Most learning involves the trial and error method, or conditioned response.

IV: GOAL D: To help the pupils become aware of the world of work in their universe

1. Work has dignity.
2. Work is interdependent.
3. All workers produce either goods or perform services.
4. Work is personally rewarding.
5. Many different skills are needed.
6. People may be qualified for more than one occupation.
7. People work for various reasons.
8. Information about all types of occupations is important.

V. GOAL E: To help the pupils become aware that adaptation and respondence to the environment are necessary and affect career choices

1. Adaptation to various climate regions affects the types of jobs available.
2. Social control is necessary for productive living and working.
3. People learn to adapt to their lives and careers from the experiences of themselves and others.
4. Conservation of our natural resources is a necessary part of life.

UNIT I GRADE V

TWO VIEWS OF MAN

Section 1. Two Ways to Study Man
Section 2. The Study of Groups
Section 3. How Long Ago?
Section 4. A Culture of Long Ago
Section 5. Man's Changing Ways of Life

CONCEPT

Adaptation

UNIT OBJECTIVE

1. To help pupils become aware that many variables affect career choices
2. To help pupils become aware of the world of work in their universe
3. To help pupils become aware that school helps prepare for the future

UNIT GENERALIZATION

Physical and cultural likenesses and differences among people sometimes affect occupations.

UNIT I: TWO VIEWS OF MAN

SECTION 1	Two Ways to Study Man
CONCEPT SEEKING:	1. The world changes, people change, and jobs change. 2. Most learning involves trial and error method, or conditioned response.
VALUE SEEKING:	Children will understand the usefulness of physical and cultural likenesses and differences in adaptation to career choices.
METHODS OF INTELLIGENCE:	Observing traits and comparing traits in others.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Have a child stand before a full length mirror and describe what he sees. (1)

2. Have a child lie down on a large sheet of paper. Let pupils trace each other. (1)

3. Let pupils draw pictures, write a poem or a short story on a physical trait. (1)

4. Let the children collect pictures for a bulletin board (Example: "Before" and "After" or "Then" and "Now").

5. Have a class discussion on how jobs, people and industries have changed. (1)

6. Let the pupils play the game, "Newcomers to the Job Market" during which each pupil orally names a job which did not exist twenty-five years ago, and give one or more facts about how the job came into being. (1)

7. Have each child begin a booklet, "Here I Am," which expresses some opinions of the child. He may work on it alone throughout the year. An example is given on pp. 144-145.

8. Let each child write a paper and draw a picture, "What I Want to be When I Grow Up." (1, 2)

HERE I AM

1. This is me....
2. Things I like about myself....
3. Some goals I'm trying to reach....
4. Some things that really bother me....
5. Some things I'm afraid of....
6. To me, being responsible means....
7. Some of my responsibilities at home, school....
8. The part of my environment I'd most like to change is....
9. My family....

(continued on next page)

HERE I AM (continued)

10. I feel happy when....
11. I feel sad when....
12. I feel angry when....
13. Times I want to be with friends....
14. Times I want to be alone....
15. One way I'm like everyone....
16. One way I'm different from everyone....

UNIT I

SOURCES:

Films--Region XI

MP 301 What Do Fathers Do?
MP 422 People Are Different and Alike
MP 808 You and Your Work
MP 308 Living and Growing

Filmstrips--School Library

Our Geography
Your American Citizenship
Nature, Man and Architecture
Everything Changes
Sometimes I Wonder-SRA
Self-Awareness Kit, Stage I
I Can Do Something You Can't Do-SRA
Self-Awareness Kit, Stage II
A Big Secret-SRA
Self-Awareness Kit, Stage II

LIBRARY BOOKS

Schacter. You and Others, Scott, 1948
Fenton. The Land We Live In, Doubleday, 1944.
Hengesbaugh. I Live In So Many Places, Children's Press, 1956.
Atkinson. When the World Was Young, Taylor, 1957.
How Would You Act?, Houghton Mifflin, 1963.
Evans. Where Do You Live?, Golden Press, 1963.
Watson. The World We Live In, Golden Press, 1955.
Byrd. Health 5, "You and Your World," pp. 42-57, Laidlaw, 1963.

EVALUATION: Let the children list five jobs where changes are occurring. Teacher will observe each child's growth, his participation and his attitude.

UNIT I: TWO VIEWS OF MAN

SECTION 2 — The Study of Groups

CONCEPT SEEKING: 1. Geographical locations affect career choices. 2. All work is interdependent. 3. Goods and services are produced.

VALUE SEEKING: Children will recognize the value of grouping people according to likenesses.

METHODS OF INTELLIGENCE: Observing and recording cultural and physical likenesses. Analyzing changes in location.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Let the children draw a map to show occupations found in different parts of the U. S. A. (1)

2. Let the class give a report on an occupation and show how it is affected by geographical location. (1)

3. The teacher will show the filmstrip, "Ranching Community." Contrast the workers in the ranch community to the workers in Fort Worth. Let the children write an original story and tell which place they would rather live and tell why. (1, 2)

4. Let the class play the game, "Match the Geographical Features To An Occupation." Have a child point to a certain place in the world. Let the children list jobs that could be found there and tell why; also list jobs that couldn't be found there and tell why. (1, 3)

5. Play a game to show interdependency of groups today compared to dependent grouping of early times. Children organize themselves into groups of workers found in their community today. Each group relates or dramatizes their interdependency upon another group (Example: grocers, housewife, farmers, transportation). Then children organize themselves into groups found in early times. They relate or dramatize that early man was self-sufficient for his needs. (2)

6. Use any group game; such as, softball, volleyball, etc. Remove one or two members of the group. This should show interdependency within groups. (2)

7. The children can list all the jobs found in a certain region and classify them according to two groups. (3)

   Example:

   1. Those who perform services
   2. Those who produce goods

UNIT I

SOURCES:

Films--Region XI

MP	70286	You Can Change the World
MP	1586	Guidance-Working With Others
MP	417	Helpers At Our School

Filmstrips--School Library

Ranching Community
Families Around the World
How Climate Affects Our Lives
Our Geography
Groups and Interaction of Group Members

LIBRARY BOOKS

Hanna. Ten Communities, Scott, 1940.
Moore. Building Our Communities, Scribner, 1949.
Thomas. Your Town and Mine, Ginn, 1949.
Werner. Golden Geography, Simon, 1952.
Cutright. Living Together In Town and Country, MacMillan, 1944.
Darbois. Hassan: Boy of the Desert, Follet, 1963.
Graham. Children on a Farm, Britannia Press, 1963.
Cameron. Children of the Tundra, Lippincott, 1963.
Anderson. Families and Their Needs, Burdett, 1966.
This Is My Family, Holt, Rinehart, Winston, 1963.
King. Communities and Social Needs, Laidlaw, 1968.
King. Families and Social Needs, Laidlaw, 1968.
Judson. People Who Work, Hill, 1943.
Radlauer. What Is a Community?, Elk Grove, 1967.
Radlauer. Community Life, Elk Grove, 1967.

EVALUATION: Pupil will select a region in the U. S. and locate five jobs that are representative.
Teacher lists ten groups of workers today and children explain or write how they are interdependent.
Children will write five ways grouping is necessary in everyday life, either at home or at school.

NOTES:

UNIT I: TWO VIEWS OF MAN

SECTION 3 — How Long Ago?

CONCEPT SEEKING: 1. Knowledge affects career choices. 2. People work for various reasons. 3. The world changes, people change, and jobs change.

VALUE SEEKING: Children are aware of scientific methods used to draw conclusions.

METHODS OF INTELLIGENCE: Observing data about the history of man and the creation of culture. Speculating about future finds and their meanings.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Let the children visit a science museum. (1)
2. Invite an anthropologist to share with the class his experiences. (1, 2)
3. Have the class make a diorama showing types of work of long ago. (3)
4. Let the pupils report on the contributions made by scientists and inventors toward the world of work. (1, 2, 3)
5. Have visitors from various ethnic groups to discuss with children differences in cultural patterns and how they affect an occupational choice. (1, 3)
6. Have a puppet show to represent early man and his world of work. (1, 2, 3)
7. Take a job today and list the differences in the same job in prehistoric times. List the differences in reasons and in tools. (Example: housewife, farmer). (1, 3)
8. Locate or draw tools of long ago and compare them with tools of today that do the same job. (1, 3)
9. Let the children make their own museum. (1, 3)

UNIT I

SOURCES:

Films--Region XI

MP 181 The Story of Prehistoric Man

Filmstrips--School Library

Man of Long Ago

LIBRARY BOOKS

Bodley. Peoples of Other Lands, Iroquois, 1959.
Piper. Children of Other Lands, Platt, 1943.
Smith. So Long Ago, Mifflin, 1944.
Wilson. Ways of Living in Many Lands, American, 1951.
Nida. The Cave Man, Flanagan, 1918.
Hogben. How the First Man Lived, Lothropold, 1959.
Atkinson. When the World Was Young, Naylor, 1963.
Southworth. Long Ago in the Old World, Iroquois, 1950.

EVALUATION: Pupils will select five workers of long ago and explain their choice and reasons for it. Teacher will observe each child's participation and growth in knowledge of certain careers. Let the children bring show and tell treasures.

NOTES:

UNIT I: TWO VIEWS OF MAN

SECTION 4, 5 — A Culture Long Ago, Man's Changing Ways of Life

CONCEPT SEEKING: 1. Geography and/or environment changes and people change, therefore jobs change. 2. Knowledge about all works is important. 3. Some kinds of behavior are learned and some are inborn.

VALUE SEEKING: Children become aware of different patterns of living due to environment and values.

METHODS OF INTELLIGENCE: Comparing many living patterns of man, comparing changing values and analyzing the comparison.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Let the class make a mural depicting early man and living patterns and present man and patterns. (1)
2. Use an open-end story to show what early man would have done. With the same story, show what modern man would have done. (Note: the story needs to be on values instead of one dealing with material things). (1, 2, 3)
3. Have a Senior Citizen to discuss his environment and values when he was a young boy. Children can compare theirs with his. (1)
4. Pupils will make a bulletin board that shows "Things Valued Then and Things Valued Now." (1)
5. Play the game, "Anthropologist For a Day." Go outside and actually do some digging, or teacher can create an environment and children determine the people who lived there. (1, 2)
6. List the jobs that deal with telling of the past. Let the children find out how they perform their work (anthropologist, economist, etc.). (1, 2)
7. Have an outside resource speaker to speak on different living patterns of cultures. (1, 2, 3)
8. Let the fifth grade visit the new Outdoor Learning Center. (1, 2)
9. If possible, do an experiment over a period of the school year, changing an environment or the geographical features. Find an empty lot and excavate it, if necessary; block off old, worn-out trail and cover it with leaves and good soil. Landscape it. (1, 2)

UNIT I

SOURCES:

Films--Region XI

MP 196 Our Country-Its Resources and Its Workers
MP 198 Unlimited Wants-Unlimited Resources
MP 211 Mineral Resources

Filmstrips--School Library

World of Work
Someplace To Go-SRA
Self-Awareness Kit, Stage I

LIBRARY BOOKS

Atwood. Visits in Other Lands, Ginn, 1950.
Jackson. Homes Around the World, Winston, 1939.
Jackson. Food Around the World, Winston, 1939.
Bailey. Homes of Long Ago, Follett, 1937.
Story Book of Clothes, Winston, 1933.
Henry. My American Heritage, Palio, 1963.

EVALUATION: Teacher will observe each pupil's participation and work output.
Children will be able to list certain values and living patterns of early man and present man.
Children will be able to tell certain jobs and careers found within certain environments.

NOTES:

UNIT I: TWO VIEWS OF MAN

SECTION 1, 2, 3, 4, 5	Focus
CONCEPT SEEKING:	People adapt to their world of work because of the changes in environment and culture. These changes bring about knowledge of the world of work and job interdependency.
VALUE SEEKING:	Children become aware of the similarities and differences in our patterns of living and recognize the values of each
METHODS OF INTELLIGENCE:	Observing facts, comparing data, speculating outcomes and analyzing findings.

EVALUATION: See Alternative Activities in The Social Sciences, pp. 58-59.

NOTES:

UNIT II GRADE V

A VIEW OF CULTURES

Section 1. The Hopi Indians of North America
Section 2. The Eskimos of the Artic
Section 3. The Kpelle of Africa

CONCEPT

Adaptation

UNIT OBJECTIVE

1. To help pupils become aware that many variables affect career choices

2. To help pupils develop a positive self-image

3. To help pupils become aware that adaptation and response to the environment are necessary and affect career choices

4. To help pupils become aware of the world of work

UNIT GENERALIZATION

As people adapt to their environment they develop their own culture, which affects careers and career choices.

UNIT II: A VIEW OF CULTURES

SECTION: 1 The Hopi of North America

CONCEPT SEEKING: 1. Culture affects work. 2. Adaptation to various climate regions affect types of jobs available. 3. Individuals are unique.

VALUE SEEKING: Children will become aware that environment affects the culture that people build.

METHODS OF INTELLIGENCE: Observing traits of Indian culture and comparing the differences and similarities of cultures.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Let the children build an Indian village. (1,2)

2. Have the children construct Indian tools, equipment, jewelry, musical instruments, etc., using tools that the Indians used. (1,2)

3. Have the children plan an Indian menu. (2)

4. The children will compare the jobs within an Indian family to the jobs within a present day family and compare the differences. (1,2)

Indian	Present
Boy--Certain jobs then.	Boy--Certain jobs now.

5. Let the children make costume dolls showing differences in clothing. Compare the reasons why. (1,2)

6. The children will make a chart comparing the way things are made today with the way things were made then. (1,2)

Indian's House	Today's House
mud	brick
stones	cement
log	
clay	

7. Let the children dramatize all jobs or work an Indian was qualified to do. Compare this with man and his qualifications today.

Culture Requires These

Indian	Today's Man
hunter	Usually one major job
teacher	Drive car
farmer	Economist
builder	

ACTIVITIES (continued)

8. Have Indian visit class. Explain beliefs and traditions of his tribe. Discuss the pattern of living. (1,2,3)

9. Use chart on p. 85, Teacher's Edition. (2)

10. Teach the children the songs from the newly adopted texts.

UNIT II

SOURCES:

Films--Region XI

MP	50857	Children of the Plains Indians
MP	11	The Hopi Indians
MP	5	Hopi Indians Arts And Crafts
MP	70253	Indians Of Early America
MP	51278	Indian Influences In The U. S.

Filmstrips--School Library

Where Did The Indians Live
American Indians Of The Southwest (with record)
Indians In The Eastern Woods--part 1-6

LIBRARY BOOKS

Colvin. Bread And Butter Indian, Holt, 1964.
Lyback. Indian Legends Of The West, Lynn, 1963.
William. Let's Go To An Indian Cliff Dwelling, Putnam, 1965.
Berke. Indians Of North America, Doubleday, 1963.
Hofsinde. Indians At Home, Morrow, 1964.
Tomahawks, Benedict, 1963.
Clark. The Little Indian Pottery Maker, Melmont, 1963.
Clark. The Hopi Indian Butterfly Dance, Melmont, 1963.
Clark. The Little Indian Basket Maker, Melmont, 1963.
James. A Day With Poli, A Hopi Indian Girl, Melmont, 1963.
James. A Day With Honan, A Hopi Indian Boy, Melmont, 1963.
Urell. Indians Settlers And Pioneers, Follett, 1964.

EVALUATION: Teacher observation. Children should be able to explain work required in (Indian) certain cultures. Compare this with work required in our society today.

UNIT II: A VIEW OF CULTURES

SECTION: 2 — The Eskimos of the Arctic

CONCEPT SEEKING: 1. Adaptation to various climate regions affects the type of jobs available. 2. Culture affects work. 3. Group interdependency affects jobs. 4. People have likenesses and differences.

VALUE SEEKING: Children will become aware that environment affects the culture that people build.

METHODS OF INTELLIGENCE: Observing traits of Eskimos culture, and comparing the differences and similarities of cultures.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Let the children build an Eskimo village. (1,2,3)

2. Have the children construct Eskimo tools, equipment and clothing, using tools that the Eskimo uses. (1,2,3)

3. The children can plan an Eskimo menu. (2)

4. The children will compare the jobs within an Eskimo family to the jobs within a child's own family. They can discuss differences. (1,2)

5. The children can make costume dolls showing differences in clothing. Compare the reasons why. (1,2,4)

6. Let the children make a chart comparing the way things are made by Eskimos and the way things are made by our society today. (1,2,4)

7. The children will dramatize all jobs that Eskimo's culture requires him to do. Compare it with all jobs our present culture requires man to perform. (2)

Eskimo	Man Today
fisher	One major occupation
lumberjack	Economist
hunter	Operate machinery

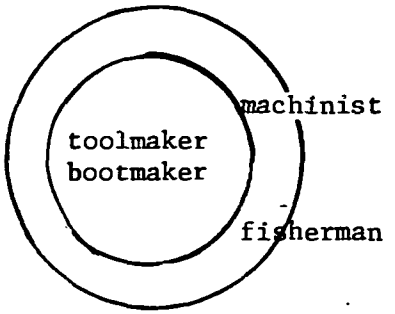
8. Have Eskimo visit class. Explain belief and traditions of his tribe. Discuss the pattern of living. (1,2,4)

9. Use chart on p. 93, Teacher's Edition. (2)

ACTIVITIES (continued)

10. The children will list ways of group interdependency and sharing done by the Eskimos. Compare this list with ways we depend upon others in world of work. (3)

    Use "Wheel of Jobs" to show how they depend on each other. (Draw two circles, one larger than the other. Place jobs in the circle that would be dependent upon each other).



11. Teach the children an Eskimo song from newly adopted texts.

UNIT II

SOURCES:

Films--Region XI

MP	70119	The Alaskan Eskimo
MP	1477	Children Of The Arctic
MP	593	Eskimo Children
MP	50069	Eskimo Hunters in Northwestern Alaska
MP	1251	Eskimos - Winter In Western Alaska
MP	43	Alaska A Modern Frontier

LIBRARY BOOKS

Ency, Brit. Eskimo Family, Britannica Press, 1963.
Machentanz. Panuck Eskimo Sled Dog, Scribners, 1964.
True. Their First Igoo, Whitman, 1944.
D'Aulaire. Children Of The Northlight, Hale, 1935.
Dolch. Stories From Alaska, Garrard, 1961.
Dreary, Alaska, Maxton, 1959.

Filmstrips--School Library

Eskimos Of Alaska, Hunting And Fishing In Summer
Eskimos Of Alaska, Hunting And Fishing In Winter
Eskimos Of Alaska, Summer Days
Eskimos Of Alaska, Winter Days

EVALUATION: Children should be able to explain work required in certain culture (Eskimo). Compare this with work required in our society today. Teacher observation of each child's participation and work output. Children should be able to list six ways Eskimos depended upon and shared with others. From this, they can list ways certain job groups depend on others.

UNIT II: A VIEW OF CULTURE

SECTION: 3 — The Kpelle of Africa

CONCEPT SEEKING:
1. Culture affects work. 2. Group interdependency affects jobs.
3. Adaptation to various climate regions affects the types of jobs available.
4. Environment affects career choices.

VALUE SEEKING: Children will become aware that environment affects the culture that people build.

METHODS OF INTELLIGENCE: Observing traits of African culture and comparing the differences and similarities of cultures.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Have the children draw or find pictures of an African village for bulletin board. (1,3,4)

2. Using tools of the African tribe, build materials they have (musical instruments), machete, drums, gourd rattlers, clay pots, woven baskets, combs, spoons, benches, knives. (1,2,3,4)

3. Let the children compare the jobs within an African family to the jobs within a present day family. (1,3)

4. The children can make costume dolls showing difference in clothing. Compare reasons why. (1,3)

5. The children will write creative story illustrating jobs found within an African village. (1,3,4)

6. Let the children list jobs that African culture requires of African man. Compare this list with one showing cultural requirements of man today. (1,3)

7. Have African visit class or teacher of African culture. Explain beliefs and traditions in his tribe. Discuss the patterns of living. (1,3,4)

8. Cook African food in classroom or kitchen. Explain jobs needed and compare that with list of all jobs required to prepare one of our meals. Palm Oil Stew--Ingredients found in child's edition, pp. 95-97.

ACTIVITIES (continued)

African Meal	Today
African man hunts or grows food. Woman prepares it.	Woman gets food from store which in turn got it from farmer, fisherman, etc.

10. Teach the children an African dance from African Heritage Dances.

11. Teach the children an African song from new texts and use homemade instruments from #2.

UNIT II

SOURCES:

Films--Region XI

MP	50431	African Continent, An Introduction
MP	50223	The Republic of South Africa-It's Land And It's People
MP	51295	Africa Changes- A Young Leader In A Young Nation

Filmstrips--School Library

East Africa
Africa-Oasis in Libya

Others--School Library

Set of pictures and information about Africa
AR 36 Activity Records, Inc., African Heritage Dances

LIBRARY BOOKS

Sutton. Africa, Grosset, 1962.
Greig. How People Live In Africa, East, 1963.
Ingalls. Getting To Know South Africa, Coward, 1965.
Kittler. Let's Travel In The Congo, Children's Press, 1965.
Allen. Africa Classroom Pictures, Folder, 1966.

EVALUATION: Teacher observation of each child's participation and work output. Children should be able to explain work required in African culture. Compare this with work required in our society today. Children should be able to list ways African depended upon and shared with others. From this they can list ways certain job groups depend upon others.

NOTES:

UNIT II: A VIEW OF CULTURES

SECTION: 1,2,3	Focus
CONCEPT SEEKING:	Adaptation
VALUE SEEKING:	As people adapt to and build their cultures, group interdependency increases.
METHODS OF INTELLIGENCE:	Observing different traits of cultures and comparing and contrasting the differences and similarities.

EVALUATION: See alternate activities in Teacher's Edition p. 127.
Listen to record on culture differences found in SRA-Self Awareness Kit, Stage II. Discuss.

UNIT III GRADE V

A PEOPLE'S RESOURCES

Section 1. A Mountain Farm
Section 2. A Dry Region
Section 3. A Modern Nation
Section 4. Creating New Resources

CONCEPT

Utilization Of Resources

UNIT OBJECTIVE

1. To help pupils become aware that many things affect career choices
2. To help pupils become aware of the world of work
3. To help pupils become aware that school helps prepare for the future

UNIT GENERALIZATION

The working together of people in using, modifying, and developing their natural resources creates different careers.

UNIT III: A PEOPLE'S RESOURCES

SECTION 1 — A Mountain Farm

CONCEPT SEEKING: 1. Geographical locations affect career choices. 2. Environment affects career choices.

VALUE SEEKING: The economy of an environment is based on man's adaptation to and ~~use of~~ the natural resources.

METHODS OF INTELLIGENCE: Finding and recording information, Predicting economy and resource use of certain regions.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. The children can record facts on economy and geographical features of certain regions. (1,2)

2. The children will list and put into groups all jobs needed for a certain farming region. (1,2)

3. The children learn, dramatize and compose songs. (1,2)

4. Let the children grow seeds in different kinds of soil. Do other "growing" experiments where children control the environment. Example: (1,2)

   Put bean seed in:
   - sand
   - top soil
   - fertilized soil
   - water

5. Have farmer visit class to discuss his career choice and the adapting and modifying of geographical features needed to grow his crop. (1,2)

6. The class will make bulletin board showing pictures of tools used. (1,2)

7. The children can measure and calculate farm's area. (math). (1,2)

8. Children group and investigate economics of farming. They will make a graph showing: (1,2)

   - cost to produce crops (buying seeds, irrigating, planting, reaping).
   - cost to get crop to market.
   - price needed for crop in order to make profit.
   - trace crop through market to public consumption (show price increase and profit).

   Along with this chart, children will list and explore the different jobs needed for this project. (1,2)

ACTIVITIES (continued)

9. The class will make a relief map showing geographical feature. (1,2)

UNIT III

SOURCES:

Films--Region XI

MP	50292	Citrus-The Golden Fruit
MP	51291	Vocations in Agriculture
MP	70339	From Sugar Cane to Sugar Bowl
MP	11126	Meat-From Range to Market Production, Processing and Distribution
MP	51308	Erosion-Leveling the Land
MP	451	Man Uses and Changes the Land

Filmstrips--School Library

Land Forms and Their Symbols
Our Geography
Grain from Farm to Table
Plants Grow
Some Plants Grow from Seeds
Green Thumb in a Classroom
The Foods We Eat
How Apples Grow
How Seeds Travel

LIBRARY BOOKS

Greene. I Want to be a Dairy Farmer, Children's Press, 1957.
Brown. The Little Farmer, Scott, 1950.
Pope. Let's Visit A Farm, Taylor, 1967.
Greene. I Want to be an Orange Grower, Children's Press, 1956.
Lewellen. True Book of Farm Animals, Children's Press, 1954.
Pope. Let's Visit a Dairy, Taylor, 1970.

Others--School Library

Transparencies:
Texas: Geographical areas, products, industries
Erosion and Sedimentation
Growth from a Seed
Set of Milliken - 12 transparencies on plants
Machine Planting a Tree
Community Workers & Helpers Poster Cards (Milton Bradley) 1 Farmer

EVALUATION: Teacher observes group work. Children should be able to take a product from the ground to the table, listing all jobs involved. Observe farming hobbies or outside reports, if any. Teacher checks pupil's project.

NOTES:

UNIT III: A PEOPLE'S RESOURCES

SECTION: 2	A Dry Region
CONCEPT SEEKING:	1. Geographical locations affect career choices. 2. Man can change some environment with education and training.
VALUE SEEKING:	Training and cooperating with others helps solve and change problems of the environment.
METHODS OF INTELLIGENCE:	Finding and observing facts about dry regions. Predicting changes of technological modifications.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. A county agent will visit and explain the difference in soils. (1,2)
2. The class will take a field trip to a farm to study erosion, different types of irrigation, and conservation. (1,2)
3. Children can find out and list technological ways of farming in dry regions and irrigating in dry region. (2) Write to Conservation Departments. Get information to conserve the environment and start a school campaign. (2)
4. The children can compare and contrast the differences found in two factories where one factory has anti-pollution devices and the other one does not. (2)
5. The class will find out and report on jobs to make dry region productive; such as, engineers, surveyor, scientist etc..(1,2)
6. The children can find and draw pictures for a bulletin board to show different technology used in dry regions. (2)
7. The class will make a windmill and compare it with a dam. Bring out jobs involved in running a windmill and jobs involved in running a dam. (1,2)
8. The class can visit The Outdoor Learning Center. (1,2)

UNIT III

SOURCES:

Films--Region XI

MP	50913	Water and Life
MP	758	Irrigation Farming
MP	1119	Erosion
MP	51308	Erosion - Leveling the Land
MP	720	Man on the Plains
MP	735	Erosion by Wind and Water
MP	50067	Water For Dry Land - U. S. A.
MP	817	Life In Hot, Dry Lands
MP	1219	Conservation of Natural Resources

Filmstrips--School Library

Conservation
How Climate Affects Our Lives
Conservation - Your Stake In the Future
The Panama Canal
Water: A Critical Resource
Water Resources, Conserving Our Resources
Our Land and Its Waters
Nothing Can Live Without Water
Soil Resources

LIBRARY BOOKS

Curtis. Conservation In America, Lyons, 1947.
Werner. Living Desert, Simon, 1954.
Disney. Living Desert, Dent, 1958.
Hagaman. What Is Water, Benefic, 1960.
Watson. Living Desert, Singer Co., 1958.
Jeanes. Water and the Thirsty Land, Follett, 1962.
Goetz. Deserts, Morrow, 1963.
Gates. True Book of Conservation, Children's Press, 1961.

Others--School Library

Transparencies:
(1) Erosion and Sedimentation
Community Workers and Helpers Poster Cards (Milton Bradley)
(1) The Forest Ranger

EVALUATION: Children will list eight technological jobs that help change a dry region into a fertile region. Children will list ways of conserving the environment. Children will predict ways they will change a dry region to fertile soil and explain why. Teacher observes each pupil's participation and growth in understanding.

NOTES:

UNIT III: A PEOPLE'S RESOURCES

SECTION: 3	A Modern Nation
CONCEPT SEEKING:	1. Geographical locations affect career choices. 2. All work is interdependent. 3. Many different skills are needed.
VALUE SEEKING:	Interdependence of technology and natural resources of an area affect industries, transportation, and careers.
METHODS OF INTELLIGENCE:	Finding, observing and comparing natural resources and job interdependence.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. The class can visit the North Texas Steel Mill. (1,3)
2. The children will trace natural resources from ground to product and explain each job necessary for this process. (1,2,3)
3. Let the children draw a map, showing the different natural resources and jobs found in a given area. (1,3)
4. The class can make a bulletin board of jobs created by natural resources in the area. (1,3)
5. Have an economist to explain trading and sharing natural resources. (1,3)
6. Play, "Natural Resource Game." Children will choose an industry from a natural resource (Example: Maine-fishing industry). Children will place on cards all jobs found in that industry, upon drawing card they will explain work involved in that occupation. (1,2,3)
7. The children divide into four groups, each group chooses a natural resource industry and will list ways they are interdependent and jobs involved. (2,3)
8. The class can compare industries of long ago with industries of today. Look at filmstrip, "The Blacksmith."

UNIT III

SOURCES:

Films--Region XI

MP	50097	Coal Country
MP	852	Fishing In the Fjords
MP	51263	Lumber For Your Houses
MP	666	Petroleum
MP	880	Steel
MP	50031	The Story of Oil
MP	579	Water Power
MP	50568	Materials of Our World

Filmstrips--School Library

Petroleum In Today's Industry
Mineral Resources
Andrew Carnegie, Master of Steel
Story of Steel
Hardwood Processing
Hardwood Lumbering
Platinum Metals
Oil From Earth to You
The Blacksmith
Know Your World
(1) Manufacturing
(2) Natural Resources

LIBRARY BOOKS

Britton. Romance of Rubber, Whitman, 1941.
Strome. Making of Paper, Whitman, 1942.
Shappin. Lumber, Whitman, 1942.
Page. Rocks and Mineral, Follett, 1944.
Petershaw. The Story Book of Coal, Winston, 1935.
Hyler. Rocks and Mineral, Merrill, 1960.
Zim. What's Inside the Earth, Morrow, 1953.
Markum. The First Book of Mining, Watts, 1959.
Buehr. Timber: Farming Our Forests, Morrow, 1960.
Texas Ed. Agency. A Guide to the Teaching of Conservation, 1964.
Dobrin. About Foresters, Steck, 1965.
Pope. Let's Visit An Oil Company, Taylor, 1967.

Others--School Library

Protect Your Forests
Where Forests Grow

EVALUATION: Children will list five natural resources and seven jobs related to them. Teacher observes each pupil's participation. Children will list or tell ways the finished products of natural resources depend upon job interdependency.

NOTES:

UNIT III: A PEOPLE'S RESOURCES

SECTION: 4 — Creating New Resources

CONCEPT SEEKING: 1. The world changes, people change, jobs change. 2. Man can change some environments with education, training and cooperation. 3. Many different skills are needed.

VALUE SEEKING: Through knowledge, cooperation and technology man increases his resources, thus creating new careers.

METHODS OF INTELLIGENCE: Observing different types of technology, comparing the pollution and the improvements that technology has upon the environment.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. The class can visit an industry that manufactures one of the new resources; such as, rubber, plastics, etc.. (3)

2. The children will give reports on the newer industries and why these industries were created. With these reports, the children as a class, will list all the jobs involved in these industries. (1,2,3)

3. Let the class display samples and products of newer resources that are produced. Label each with: where found, how made, and jobs involved. (2,3)

4. Children may classify jobs of modern technology into groups; such as, those that need a degree, those that need high school diplomas and those that need special training. (2)

5. Let the class compare jobs and skills found in this country with those in another country; such as, Africa - one that children have already studied. (1)

6. Let the class compare jobs of modern technology with jobs of their parent's day. Children can observe and relate which jobs have been created with those that are not in existence anymore. Then children can predict which jobs will no longer be needed when they become parents. (1,2)

7. Children may list modern industry and show ways that it improves the environment as well as ways it pollutes the environment. (2)

UNIT III

SOURCES:

Films--Region XI

MP	50790	Space Science
MP	1151	Rubber in Today's World
MP	5071	Copper-Steward of the Nation
MP	1138	Story of Charles Goodyear
MP	50923	Manned Space Flight
MP	50064	Plankton and the Ocean Sea
MP	857	Wonder of Chemistry
MP	340	Plankton - Pastures of the Ocean

Filmstrips--School Library

Petroleum in Today's Living
The Missile Story
Jet Age Flight
Space Flights
Making Electricity
Platinum Metals
Electricity
Earth Satellite
World of Work: Chemicals
Electrical Services
Gas and Oil

LIBRARY BOOKS

Britton. Romane of Rubber, Whitman, 1941.
W.P.A. Aluminum, Whitman, 1943.
Shappin. The Story of Copper, Whitman, 1941.
Podendorf. True Book of Space, Children's Press, 1949.
Lewellan. You and Atomic Energy, Children's Press, 1949.
Chapman. I'm A Jet, Parents, 1964.
Victor. Molecules and Atoms, Foliett, 1964.
Boyd. Physics, Steck, 1959.
Schaeff. The How and Why Wonder Book of Oceanography, Merrill, 1964.
Pope. Let's Visit An Electric Company, Taylor, 1967.
Pope. Let's Visit A Spaceship, Taylor, 1967.

Others--School Library

Transparencies: Oceanography
Man Made Satellites
What The Ocean Provides

EVALUATION: Children will list five modern jobs found in technology. Children will trace a product from factory to home and list or explain all jobs involved. Children write a paragraph on the importance of learning more than one skill and give examples. List ten ways man has modified his environment.

UNIT III: A PEOPLE'S RESOURCES

SECTION: 1,2,3,4	Focus
CONCEPT:	Utilization of Natural Resources.
CONCEPT SEEKING:	As man changes his environment and technology through education, training, and cooperation, jobs and job skills are affected and created.
VALUE SEEKING:	Man's intelligence and skills create new resources, improve the environment and plan for the future.
METHODS OF INTELLIGENCE:	Finding, observing, and comparing different regions, natural resources, jobs, and technology.

EVALUATION: See alternate activities in Teacher's Edition, p. 185.

UNIT IV GRADE V

A PEOPLE'S CHOICE

Section 1. Cost of Production
Section 2. Supply and Demand
Section 3. Paying the Price

CONCEPT

Economic Choice

UNIT OBJECTIVE

1. To help pupils become aware that many variables affect career choice

2. To help pupils become aware of the world of work

UNIT GENERALIZATION

Children will recognize that the world of economics--cost of production and distribution, the law of supply and demand, regulation and competition--affects careers.

UNIT IV: A PEOPLE'S CHOICE

SECTION 1, 2 — The Cost of Production, Supply and Demand

CONCEPT SEEKING: 1. Culture affects the work of economics. 2. Goods and services are produced. 3. Work is interdependent.

VALUE SEEKING: The wants and needs and values of people determine the economy of a society.

METHODS OF INTELLIGENCE: Finding and observing the factors of distribution and production, the law of supply and demand, and the cost to the consumer.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Invite the manager of a business to explain his job and the setting of prices. (1, 2)

2. The children will start with a product and trace it from beginning to end involving jobs and prices. (2, 3) Example: milk

farm	farmer feedstore	$0.35
shipped	train or truck driver	$0.65
plant	workers in the plant	
processed	workers in the plant	
delivered	truck or train	
bought	groceryman	$0.85
consumed	consumer	$1.00

3. Let the children write to different businesses or services for information on certain products (Example: Dairy Council, etc.). (2)

4. Children will write or go to different businesses and compare jobs and prices of each. (2)

5. The children will make a bulletin board that shows one product and all the different jobs related to it. (3)

6. The children may read library books and give a report about culture affecting jobs. (1)

7. The class may set up their own business and each child take a job within that business and explain. (2, 3)

8. The children may make a chart of jobs showing service and a chart of jobs producing goods. (2)

9. Let the class be an advertising agency for a day, research a product, and write ads for it. (1, 2)

10. Let the children write to government offices for information on economics. (1)

ACTIVITIES (continued)

11. Invite an outside resource person in the field of economics to visit the class to explain the overview of supply and demand and the competition and regulations. Ask him to explain the different jobs involved. (1, 2, 3)

12. Let the class set up their own industry and actually make a product. After it is finished the children need to determine the price to ask. Also see if one group could cut expenses and offer the same product at a reduced rate. (Example: cookies, candles, candies, play toys and woodwork). (1, 2, 3)

13. Ask two or three people who represent this product but who work for different companies to talk with the class about the produce, the price of the product, and their jobs. (Example: milk--Foremost, Boswells, Bordens; rubber--Firestone, Goodyear).

UNIT IV

SOURCES:

Films--Region XI

MP	51084	Productivity
MP	1333	Law of Supply and Demand
MP	1126	Meat-From Range to Market
MP	436	Story of Our Money System
MP	796	What Is Business?

LIBRARY BOOKS

Greene. I Want To Be a Storekeeper, Children's Press, 1958.
Eppenstein. Sally Goes Shopping Alone, Platt, 1954.
Wilcox. What Is Money?, Steck, 1959.
Green. Dairy Farmer, Children's Press, 1963.
Barr. Ben's Busy Service Station, Whitman, 1956.
Colonius. At the Bakery, Melmont, 1954.
Pope. Let's Go to the Supermarket, Taylor, 1966.
McCall. How We Get Our Clothing, Benefic, 1961.
McCall. How We Get Our Cloth, Benefic, 1964.
Stanek. How People Earn and Use Money, Benefic, 1968.

SOURCES (continued)

Filmstrips--School Library

Food Comes From Many Places
Grain From Farm to Table
Everyone Uses Money
The Foods We Eat
Grocer--Community Helpers
Supermarket--World of Work
Manufacturing--World of Work
Competition and Cooperation

Others--School Library

Photoboards
Workers in our Neighborhood

Milton Bradley Poster Cards
Community Workers and Helpers

EVALUATION: Children should be able to take a product and tell all the jobs needed to get it from the buyer to the seller and to explain the prices involved. Let the children explain the interdependency between the producer and the consumer and the relationship between the want and the need of a product with price and availability.
Have the children list ten services performed and ten goods produced in their area. Teacher observes child's book reports, attitude, participation and work output.

NOTES:

UNIT IV: A PEOPLE'S CHOICE

SECTION 2 Paying the Price

CONCEPT SEEKING: Economy and industry of an environment affect work.

VALUE SEEKING: Profits, jobs, consumer, taxes and values affect the economy.

METHODS OF INTELLIGENCE: Investigating the system of credit. Observing and predicting the role of cred

ACTIVITIES

1. Let the children make a bulletin board showing all ways of buying; such as, cash, installments, credit, cards, etc.

2. Have a person from a credit or loan department to explain his job and the procedures for making a loan.

3. Visit a bank, loan company, credit union and list the jobs and skills needed for each.

4. Let the children set up a small community with the following jobs:

consumer	banker
seller	credit officer
person dealing with charge accounts	

5. The children may fill out application blanks for credit and see what is involved, or the types of jobs needed to get certain credit.

6. The children may dramatize what would happen if only cash payments existed. They may lis all of the jobs that would be eliminated or would be affected.

UNIT IV

SOURCES:

Films--Region XI

MP	50584	Money and Its Uses
MP	1223	Using the Bank
MP	759	Banks and Credit
MP	796	What Is Business?
MP	377	Beginning Responsibility-Using Money Wisely
MP	797	Fred Meets a Bank
MP	354	Money and Its Uses
MP	436	The Story of Our Money
MP	657	What Is Money?
FS	15	Family and Finances

Filmstrips--School Library

Everyone Uses Money

LIBRARY BOOKS

Stanek. How People Earn and Use Money, Benefic, 1968.
Wilcox. What Is Money?, Steck, 1959.
Raes. At the Bank, Melmont, 1959.
Williams. I Know a Bank Teller, Putnam, 1968.
Pope. Let's Visit a Bank, Taylor, 1967.

EVALUATION: List and explain five jobs related to credit. Children will write or tell how certain credit jobs affect the economy. Children will speculate on type of credit they will have when they grow up. Teacher observation of each child's participation and work output.

NOTES:

UNIT IV: A PEOPLE'S CHOICE

SECTION 1, 2, 3	Focus
CONCEPT SEEKING:	The jobs of an environment are affected by the industry, economy and culture.
VALUE SEEKING:	These jobs, whether producing goods or performing services, are interdependent.
METHODS OF INTELLIGENCE:	Finding, observing and investigating the systems of credit and cost, factors of distribution and production and the law of supply and demand.

EVALUATION: See Alternative Experiences of The Social Sciences manual, pp. 227-229.

NOTES:

UNIT V GRADE V

GOVERNMENT AND A CHANGING NATION

Section 1. Government By the People
Section 2. A Problem For the People
Section 3. Disagreement Between Brothers
Section 4. A Nation Divided
Section 5. Rebuilding a Nation

CONCEPT

Political Behavior

UNIT OBJECTIVE

1. To help pupils become aware that school helps prepare for the future
2. To help pupils become aware of the world of work
3. To help pupils become aware that many variables affect career choices
4. To help pupils become aware that adaptation and response to the environment is necessary and affects career choices

UNIT GENERALIZATION

Through the study of our history and American heritage, the children will become aware of the many reasons for the function of political careers.

UNIT V: GOVERNMENT AND A CHANGING NATION

SECTION 1 Government By the People

CONCEPT SEEKING: 1. Training and education are necessary for many occupations. 2. Many different skills are needed. 3. Cooperation with others is needed.

VALUE SEEKING: Children will realize that training, cooperation and skills are needed for political careers.

METHODS OF INTELLIGENCE: Investigating jobs of the government. Observing political interaction.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Let the children list jobs of today in government and explain the duties and qualifications of each. Use charts, bulletin boards, role-playing and displays. (1, 2)

2. Let the children have a general election and let each child campaign for the position he would like to hold. (1, 2, 3) Examples are as follows:

   The President appoints members of the Supreme Court and Congress approves.
   Congress passes a law and the Supreme Court rules on it.

3. Invite a city or government official to visit the class to discuss the qualifications and duties of his job. (1, 2)

4. Let the children list certain jobs that are needed to creat our government. (2)

5. The children will make a chart showing jobs of long ago compared to jobs of today. (2)

6. Let the children take a field trip to the mayor's office or to our capital. (1, 2)

UNIT V

SOURCES:

Films--Region XI

MP	51213	We, the People
MP	884	Your Government
MP	1571	The Supreme Court
MP	1020	The President's Cabinet
MP	883	The Presidency

Filmstrips--School Library

You and Your Government
Democracy At Work-How a Bill Becomes a Law
How Our Laws Are Made
The Cabinet
Congress and Its Powers
The Executive Department
How We Govern Our Cities
Mr. President
The Supreme Court
Our Constitution-The Forming of Our Nation

Others--School Library

Transparencies-
How Bills Become Law
The United States Government

LIBRARY BOOKS

Lansing. Makers of the America's, Heath, 1959.
Ketty. The Beginning of the American People and Nation, Ginn, 1950.
Barker. Our New Nation, Ross, 1958.
Streeth, Gilbert. Your Government and You, Steck, 1962.
Ross. Know Your Government, McNally, 1959.
Meris. White House and the Presidency, Grossett, 1965.
Morris. First Book of the Constitution, Watts, 1958.
Pope. Let's Visit Our Nation's Capitol, Taylor, 1967.

EVALUATION: The children will list ten government jobs and five qualifications and duties of each. They will be able to explain the interaction between certain government offices. Teacher observes each child's participation and work output.

UNIT V: GOVERNMENT AND A CHANGING NATION

SECTION 2, 3	A Problem for the People, Disagreement Between Brothers
CONCEPT SEEKING:	1. Geographical locations affect career choice. 2. Cooperation with others is important. 3. The world changes, people change and jobs change.
VALUE SEEKING:	Different values and standards affect the economic ways of living. When these values and standards change, economic changes take place.
METHODS OF INTELLIGENCE:	Observing the need for labor and jobs in the North and in the South. Analyzing political decisions. Comparing values of then and now.

ACTIVITIES

The number in parenthesis indicates the concept taught.

1. Discuss with the children the different jobs needed in the colonies as compared with the jobs of today. (1, 3)

2. Let the children make a chart that shows the different economics of the North and of the South and the jobs involved in each. (1, 2, 3)

3. Discuss with the children and explain how competition affects jobs. (2)

4. Let the children make a mural that shows the jobs that were created because of expansion and population growth. (3)

5. Have the children make a bulletin board that shows the tools of today and the tools of long ago. (3)

6. Have the children give a report that compares the duties and qualifications of a government official then and now. (3)

UNIT V

SOURCES:

Films--Region XI

MP	70372	Heritage in Black
MP	70097	Frederick Douglas
MP	-42	Booker T. Washington
MP	17	George Washington Carver

Filmstrips--School Library

Boston, Hub of New England
Frederick Douglas, Freedom's Spokesman
Earning a Living in the Colonies
The South Regions

LIBRARY BOOKS

Widlemer. Washington Irving, Bobbs, 1946.
Schraff. Black Courage, Smith, 1959.
Rollins. Famous Negro Entertainers, Dodd-Mead, 1967.
Young. Picture Life of Ralph A. Bunche, Watts, 1968.
Manber. Wizard of Tuskegee-The Life of George Washington Carver, MacMillan, 1967.

EVALUATION: The children should be able to list five jobs and tools found in this time and five jobs and tools found in early times. The children will be able to relate the comparison of government jobs today and government jobs of the past.
Teacher observes each pupil's participation and work output.

NOTES:

UNIT V: GOVERNMENT AND A CHANGING NATION

SECTION 4 — A Nation Divided

CONCEPT SEEKING: 1. Social control is necessary for productive living and work. 2. Culture affects work. 3. Many different skills are needed to produce goods and services.

VALUE SEEKING: Children will realize the different values in the Northern and Southern cultures and how they affected jobs and life.

METHODS OF INTELLIGENCE: Finding, observing and comparing the jobs and economy of the North and of the South. Observing newly created jobs.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Have the children set up a mock Congress of that time, discuss issues of that time and ways the Congress solved them. (1)
2. Have the children list the jobs that government performs to resolve conflicts between groups then and now. (1)
3. The children may make a scrapbook that shows ways jobs in the North differed from jobs in the South. (2)
4. Invite an historian to visit the class and discuss not only the Civil War but his job and his duties and qualifications. (3)
5. On a large map let the children draw pictures of the tools used in the Civil War. (3)
6. Let the children make some of the tools. (3)
7. Have the children list ways or jobs used in getting natural resources to people at that time. (3)
8. Let the children make a chart that compares jobs and tools used in the Civil War with the jobs and tools used in the Vietnam War. (2, 3)

UNIT V

SOURCES:

Films--Region XI

MP 70367 The Black Soldier
MP 50379 The Civil War: 1863-1865

Filmstrips--School Library

Grant and Lee

LIBRARY BOOKS

Monsell. Robert E. Lee, Merrill, 1953.
Farber. Fort Worth in the Civil War, Bell, 1960.

EVALUATION: Let each child list five ways that jobs differed in the North and in the South. Let the children "Show and Tell", using tools they have made. Let each child list five differences in jobs in the Civil War and jobs in the Vietnam War. Teacher observes each child's understanding and work. Let the children list five jobs of government in its control of conflicts then and now.

NOTES:

UNIT V: GOVERNMENT AND A CHANGING NATION

SECTION 5	Rebuilding a Nation
CONCEPT SEEKING:	1. Social control and cooperation is necessary for productive living and work. 2. Basic skills are necessary. 3. Man can change some environment with education, training and cooperation. 4. Nationality or ethnic grouping may affect career choices.
VALUE SEEKING:	Because of the difference in status and values, the rebuilding of our nation included cooperation among people and social control over jobs.
METHODS OF INTELLIGENCE:	Finding and observing newly created jobs that are needed for rebuilding. Comparing the jobs of the state and federal governments.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. Have the children list the responsibilities that Congress had to take over and list the new jobs that resulted (Example: TVA, etc.). (1)

2. Have the children make a chart that shows the newly created jobs and discuss the duties and qualifications for each on the national level, state level and local level. (1, 2, 3)

3. Let the children discover if the jobs created then are still in existence now. If they are, list the changes in those jobs over the years. (3)

4. Have the children make a bulletin board that shows all of the jobs created by new inventions; such as, railroad, stagecoach, and factories, and discuss the skills and/or training involved. (3)

5. Invite a Black Civil Rights leader to discuss his job and the progress he has made. (3, 4)

UNIT V

SOURCES:

Films--Region XI

MP 70363 Williamsburg Restored
MP 1203 Inventions in America's Growth 1850-1910

Filmstrips--School Library

History Review

LIBRARY BOOKS

Barker. Our New Nation, Row, 1958.
Cavanagh. Our Country's Story, Hale, 1945.
Greene. I Want To Be a Train Engineer, Children's Press, 1956.
Pratt. Famous Inventors and Their Inventions, Random House, 1955.

EVALUATION: Children will be able to list three jobs from each of the national, state, and local level of government, and give the duties and the qualifications of each. Children will tell or list ways the different levels of government cooperate. Let each child list or tell twenty jobs that have come into existence since the Civil War and why they were created. Teacher observes each pupil's participation and work output. Drawings and/or reports are evaluated by the teacher.

NOTES:

UNIT V: GOVERNMENT AND A CHANGING NATION

SECTION 1, 2, 3, 4, 5	Focus
CONCEPT SEEKING:	Geographical locations, social control, education, training, different skills and cooperation with others affect political career and career choices.
VALUE SEEKING:	Cooperation and social control of jobs are necessary because of the differences in values and standards that affect the ways of living.
METHODS OF INTELLIGENCE:	Investigating, observing and comparing jobs, economy and political interaction.

EVALUATION: Use the activities listed in The Social Sciences manual, pp. 312-315.

NOTES:

UNIT VI GRADE V

A NATION AND ITS' CHANGING VALUES

Section 1. Becoming a Citizen
Section 2. Who May Vote
Section 3. Protecting Our Civil Rights
Section 4. Groups in Our Nation

CONCEPT

Political Behavior

UNIT OBJECTIVE

1. To help pupils develop a positive self-image.
2. To help pupils become aware that many variables affect career chocies
3. To help pupils become aware that adaptation and respondence to the environment are necessary and affect career choices
4. To help pupils become aware that school helps prepare for the future

UNIT GENERALIZATION

Through study of citizenship, grouping, rights, and values of today's society, the children will become aware of the function of political careers.

UNIT VI: A NATION AND ITS' CHANGING VALUES

SECTION: 1	Becoming a Citizen
CONCEPT SEEKING:	1. The role of a citizen, his values, standards and grouping affect life and careers today. 2. Values and individuals, although different, have worth. 3. People and jobs change. 4. Nationality or ethnic grouping may affect career choices.
VALUE SEEKING:	Pupils realize that the values and the grouping of people affect the individual and his job.
METHODS OF INTELLIGENCE:	Investigating jobs that deal with immigration. Observing different groupings.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. The class will list all jobs involved in immigration. (1)

2. An immigration officer may come to class to discuss immigration. (1,4)

3. The teacher and children may discuss the importance of an immigrant's job to his community. (1,2)

4. The teacher may invite an immigrant to visit class. (1,2)

5. The class may compare the work and tools of an immigrant's job in his homeland to the work and tools of the immigrant's job in the United States. (3,4)

UNIT VI

SOURCES:

Films--Region XI

MP	51062	A Citizen Makes a Decision
MP	810	Are You a Good Citizen?
MP	50106	What It Means To Be an American

Filmstrips--School Library

Your American Citizenship
Rights and Duties of a Citizen

LIBRARY BOOKS

Dudley. Good Citizens, Good Neighbors, Melmont, 1957.
Burt. I Am An American, Day, 1964.
Barr. This Is My Country, Whitman, 1959.

EVALUATION: Have the children list five jobs involved in immigration. The child will trace all the steps an immigrant must accomplish for immigration, and relate different ways he secures a job when he get to the United States. The teacher observes each pupil's participation and work output.

NOTES:

UNIT VI: A NATION AND ITS' CHANGING VALUES

SECTION: 2 Who May Vote

CONCEPT SEEKING: 1. Role of a citizen, his values, standards, and grouping affect life and careers today. 2. The world changes, people change, jobs change.

VALUE SEEKING: Children will recognize that voting and values are important factors in one's political life and career.

METHODS OF INTELLIGENCE: Investigating and observing values which have affected voting rights. Investigating prejudices. Observing woman's changing role in society.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. The children will make a bulletin board showing women in political careers. (1,2)

2. The class will list political jobs; such as when you're voted in office, and when you're appointed to an office and list qualifications and duties of each. (1)

3. The class may compare women and their jobs of today with women and their jobs of 100 years ago. (2)

4. The children may investigate certain jobs in which a woman is: paid less than a man, not allowed to work, is discriminated against and discuss these jobs and find reasons for this fact. (1,2)

5. The class may write "Women's Lib" organization to get information. (1,3)

6. The teacher should arrange to have "Women's Lib" send a person to talk on jobs available to women today. Tell of duties and qualifications.

UNIT VI

SOURCES:

Filmstrips--School Library

Famous American Women
World of Work
Just What Mothers Do

LIBRARY BOOKS

Wanamaker. Short Stories of Famous Women, Moble, 1949.
Greene. I Want To Be A Homemaker, Children's Press, 1963.
Greene. I Want To Be A Nurse, Children's Press, 1957.

EVALUATION: The children should be able to list ten careers of women 100 years ago and list ten careers of women today. The children will write a paragraph telling the changes that women have undertaken and the reasons. The children will list five persons who are appointed to positions and five persons who are elected to positions. The teacher observes each pupil's participation.

NOTES:

UNIT VI: A NATION AND ITS' CHANGING VALUES

SECTION: 3	Protecting Our Civil Rights
CONCEPT SEEKING:	1. Role of a citizen, his value, standards, and grouping affect life and careers today. 2. Training and education are necessary for many occupations. 3. People learn to adapt their lives and careers from the experiences of themselves and others.
VALUE SEEKING:	Children recognize the effects of racial prejudice on jobs and the duties of the government.
METHODS OF INTELLIGENCE:	Finding and observing evidence of racial prejudice on jobs today and ways this can be overcome. Investigating jobs dealing with protecting the rights of groups.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. The children will compare jobs of minority groups of 100 years ago to jobs of today. (1,3)

2. The children should research and investigate jobs where evidences of racial prejudice are found today. (1,3)

3. The children will find twenty jobs where there is racial balance and classify theses jobs according to training needed. (2)

4. The children should list the government jobs created in order to protect civil rights. (1,3)

5. The children may have an interview in the class for a specific job. Interviewers will represent minority groups. (1,2)

6. The children may make a newspaper and advertise for jobs themselves. (1.2)

7. The teacher will invite Henry Masters, Black Community Development Council of United Methodists, to give talk to class on civil rights. His address and telephone number is: 202½ Rosedale-----335-1981. He will give information on civil rights movement. Also Dr. Marion Brooks, or Dr. Fleming.

8. The children may take one famous person from a minority group and discuss what they had to do to get where they are. Example: Sammy Davis Jr., Cher Bono, Lee Trevino. (1,2)

UNIT VI

SOURCES:

Films--Region XI

MP	50583	Land of Immigrants
MP	1096	Immigration
MP	51154	America, The Melting Pot
MP	523	Indian Influences
MP	50884	Negro America
MP	70185	The White Teddy Bear

Filmstrips--School Library

Your American Citizenship
Rights and Duties of a Citizen
Series on Black History-
records and filmstrips

LIBRARY BOOKS

Schraff. Black Courage, Smith, 1959.
Young. Picture Life of Ralph H. Bunche, Watts, 1968.
Tanner. Our Indian Hertiage, Follett, 1962.
Dudley. Good Citizens-Good Neighbors, Melmont, 1957.
King. Families and Social Needs, Laidlaw, 1968.

EVALUATION: Children should list as many ways as they can to show that racial prejudice affects:

a. law making
b. law enforcement
c. securing of jobs

Children may predict ways prejudice can be overcome in certain jobs. Children should list ten jobs and benefits where education is needed. They should list ten jobs and benefits where no extra education beyond high school is needed and compare these jobs. Teacher observation of pupil's participation and work output and attitudes.

NOTES:

UNIT VI: A NATION AND ITS' CHANGING VALUES

SECTION: 4 — Groups of Our Nation

CONCEPT SEEKING: 1. Role of a citizen, his values, standards, and grouping affect life and careers today. 2. Getting along with others is important. 3. Social control is necessary for productive living and working. 4. People work for various reasons.

VALUE SEEKING: Citizens--as individuals and as members of a group--need cooperation and some social control in meeting their needs.

METHODS OF INTELLIGENCE: Finding and observing the duties and actions of two opposing groups. Investigating reasons for grouping. Predicting what would happen if there were no groups.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. The children should make a chart showing jobs that are associated with unions and those that aren't. (1,3)

2. The class may make a bulletin board showing jobs where some form of grouping is done. (1,2)

3. The children may classify jobs according to ones that pay a salary and ones that are volunteer. (4)

4. The class may dramatize a job showing effective grouping. (1,2)

5. The teacher and the children will discuss jobs of governmental control and duties and qualifications of each. Example: ecologist, FAA, CIA, HEW, AFL-CIO, FBI. (3)

6. The teacher will arrange for a union member to talk with class about reasons for and jobs in unions. (1,2,3,4)

7. The teacher may have a member of a volunteer group discuss jobs within the grouping. (1,2, 3,4)

8. The children may organize their own labor union for protecting jobs rights within the class. (2,3)

UNIT VI

SOURCES:

Films--Region XI

What Is Business?
The Outsider
Ways to Settle Disputes

Others--School Library

Record: The Blind Man and the Elephant
SRA, Stage II

LIBRARY BOOKS

The subject covered in this section is new to the Social Studies program, therefore, there are no available books in the school library that pertain to it. The teacher should check with the public library and select books for the children.

Teacher should contact different businesses in search of films, booklets, and other material dealing with groups and unions.

EVALUATION: The children should list:

a. five jobs where unions are involved
b. five jobs where unions are not involved
c. five jobs where government control is necessary
d. five jobs of grouping

The children should be able to list five reasons for and five reasons against government control and labor unions. The teacher should observe each pupil's participation and work output. The children should write a paragraph telling how cooperation is necessary in the world of work. The children will be able to state five reasons why people work.

NOTES:

UNIT VI: A NATION AND ITS' CHANGING VALUES

SECTION: 1,2,3,4	Focus
CONCEPT SEEKING:	Political Behavior The political behavior of a group of people in a society involves cooperation among the workers, training and education, and grouping according to people's values and standards. Social control is usually needed as society, people, and jobs change.
VALUE SEEKING:	The children will recognize that the values, grouping of people, voting, racial prejudices, and cooperation affect individuals, government, and careers.
METHODS OF INTELLIGENCE:	Investigating and observing jobs dealing with immigration, people's voting rights, prejudices, the rights and reasons for grouping and the interaction between government and people.

EVALUATION: The teacher should use the evaluating procedures listed in the Teacher's Book on pp. 381-383.

CULMINATING UNIT

THE END AS BEGINNING

CONCEPT

Stability And Change

UNIT OBJECTIVE

1. To help pupils develop a positive self-image
2. To help pupils become aware that many variables affect career choices
3. To help pupils become aware that school helps prepare for the future
4. To help pupils become aware of the world of work in their universe
5. To help pupils become aware that adaptation and respondence to the environment are necessary and affect career choices

UNIT GENERALIZATION

The children will apply the generalizations of the preceding six units in this study of Mexico.

CULMINATING UNIT

ADDITIONAL SECTION: The End As Beginning

CONCEPT SEEKING: 1. All individuals although different in values, attitudes, interests, and abilities, have worth. 2. The continuous changing of geographical locations, culture, economy, grouping, values, and standards affect careers and career choices. 3. Man can change some environment with training, education, and cooperation. 4. People may be qualified for more than one job, but all work; whether producing goods or performing services, is interdependent and requires many different skills. 5. Conservation, social control, and adaptation to the environment are necessary and affect career choices.

VALUE SEEKING: The children will recognize and become aware of the values listed in the six preceding units in this study of Mexico.

METHODS OF INTELLIGENCE: In this study of Mexico the children will apply the same methods of intelligence as the preceding six units.

ACTIVITIES

The number in parenthesis indicates concept taught.

1. The children can make a salt map of Mexico showing the geographical features. Then they may research and list the various jobs found within a region and discuss how geography affects careers. (2)

2. The class will make a chart showing the natural resources of Mexico and list all jobs that are involved. (2,4)

3. The children can make a report on the jobs needed for rebuilding Mexico as an independent country after the Mexican Revolution. (2,5)

4. The children can make a mural depicting jobs found in Mexico today that produce services and those jobs found that produce goods. The class should discuss the duties and qualifications of the workers. (4)

5. The class may set up a "Mexican government," telling the jobs of each worker. They also may compare Mexico's government with that of the United States. (5)

6. The class may list the jobs involved with Mexico's large cities and discuss the training and cooperation needed. (3)

7. The class may list the jobs involved with

ACTIVITIES (continued)

Mexico's farms and discuss the training and cooperation needed. (3)

8. The teacher may divide the class into two groups. One group is responsible for a bulletin board showing a Mexican boy, his interests, abilities, values, and possible future jobs when he becomes a man. The other group will do the same but with an American boy. The teacher should lead tne discussion bringing out and comparing the individuals' worth and cultures which will affect careers. (1)

9. The class may make a bulletin board showing the different tools and jobs of Mexico and of the United States.

10. The children may learn Spanish songs and dances and eat Spanish food. (2)

* Note: Any activities listed in the preceding six units may be altered and used to teach a concept needed in the study of Mexico.

11. The teacher should arrange for an outside resource person to talk with the children about Mexico, bringing in careers and jobs. This could be an exchange student or a professor. (1,2,3,4,5)

CULMINATING UNIT

SOURCES:

Films--Region XI

MP	1339	Arts and Crafts of Mexico
MP	12	Have Industries of Mexico
MP	10	Peoples of Two Worlds
MP	6	Rural Life in Mexico
MP	310	Tepoztlan, Mexican Village in Transition

Filmstrips--School Library

Changing Mexico
Mexico - Historic Background

LIBRARY BOOKS

Smith. Made in Mexico, Knopf, 1944.
Epstein. First Book of Mexico, Watts, 1955.
Ross. Let's Read About Mexico, Fielder, 1955.
Hogner. Children of Mexico, Heath, 1942.
Geis. Let's Travel in Mexico, Children's Press, 1965.
Ross. Mexico A Study in Depth, Fielder, 1967.

Teachers should check out from the public library books dealing with jobs in Mexico.

The teacher should use any films and/or filmstrips used in the preceding units if they are needed to aid in the study of Mexico.

EVALUATION: The children should be able to relate the geography of Mexico to certain jobs. The children should be able to list five natural resources of Mexico and jobs involved. The children should be able to classify from a list of 30 jobs found in Mexico those which produce goods and those that produce services. The children should be able to explain the organization and jobs involved in the Mexican government and then compare them to ours. The teacher observes each pupil's participation and work output.

NOTES:

PART SEVEN RESOURCES

Fort Worth Public Library

Baldwin. The Riddle of the Past (Archaeology), North Co., 1965.

Barnhardt. Opportunities in the Textile Industry, Universal Publishers, 1966.

Beithler. Rockets and Your Future, Harper & Bros., 1961.

Bell. Your Future in Astronomy, Rosen Press, 1970.

Bleby and Porter. Animals as a Career, Batsford, 1967.

Boyd. Your Career in Oceanography, Messner, 1968.

Colby. Tall Timber, Coward McCann, 1955.

Cunningham & Reed. Earning a Living, Simon & Schuster, 1955.

Day. Making a Living in Conservation, Stackpole, 1971.

Daly. Know Your Union, Dorrance & Co., 1964.

Dietz. You Can Work in the Transportation Industry, John Day Co., 1969.

Dodge. Hands That Help Careers For Medical Workers, Little, Brown & Co., 1967.

Dowdell. Careers in Horticultural Sciences, Messner, 1969.

Fanning. Opportunities in Environmental Careers, Universal Publishers, 1971.

Golze. Your Future in Civil Engineering, Rosen Press, 1965.

Greene. Department Store Worker, Follett, 1967.

Heal. Beauty As a Career, Messner, 1969.

Fort Worth Public Library (continued)

Herbert. Careers in Natural Resource Conservation, Walck, 1965.

Hoover. Handbook of Agricultural Occupations, Interstate, 1969.

King. Career Opportunities for Women In Business, Dutton, 1963.

Kupsinel. Home Economics & Related Occupations, Interstate, 1967.

McCoy. The World of the Veterinarian, Lothrop, 1964.

Munzer. Unusual Careers, Knoff, 1962.

Nathan. Careers in Airlines Operations, Walck, Inc., 1964.

Nelson. Home Economics, Dillon, 1970.

Paradis. The New Look In Banking, McKay, 1961.

Patrick & Tree. A Career in Architecture, Museum Press, 1961.

Perry. 17 Million Jobs; The Story of Industry in Action, Whittlesday, 1958.

Perry & Perry. Veterinarians and What They Do, Watts, 1964.

Perry & Perry. Foresters and What They Do, Watts, 1963.

Pollack. Careers and Opportunities in Engineering, Dutton, 1967.

Reinfeld. Your Future in Printing, Rosen, 1963.

Reno. The Model, McGraw-Hill, 1967.

Richter. The Making of a Pilot, Westminster, 1966.

Roesch. Money, Jobs and Future, Macrae Smith Co., 1965.

Fort Worth Public Library (continued)

Schreiber. A Job With a Future in Law Enforcement and Related Fields, Grosset & Dunlap, 1970.

Scott. U.S. Government Jobs, Arco, 1950.

Smith. Find a Career in Education, G.P. Putnam's, 1960.

Sullivan. Aim For a Job in The Iron and Steel Industry, Rosen Press, 1967.

Sullivan. Careers in Government, Walsh, Inc., 1964.

Thompson. New Fields, Children's Press, 1970.

Whitcomb. Strictly For Secretaries, Whittlesey, 1965.

Williams. Economics Careers, Universal Publishing Co., 1971.

Woody. Young Banker's Career Book, Dutton & Co., 1958.